DOCUMENT RESUME

ED 450 125 TM 032 250

TITLE	Anchorage School District Profile of Performance, 1999-2000. Part 1 District Overview. Assessment and Evaluation Report.
INSTITUTION	Anchorage School District, AK.
REPORT NO	R-00-01
PUB DATE	2000-09-00
NOTE	700p.; For the 1997-1998 profile, see ED 427 086. Parts 2 and 3 are not available from ERIC.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF04/PC28 Plus Postage.
DESCRIPTORS	*Academic Achievement; Achievement Tests; College Entrance Examinations; Demography; Elementary Secondary Education; *Ethnicity; *Outcomes of Education; Parent Attitudes; Parents; Profiles; Satisfaction; *School Districts; Standardized Tests; Student Attitudes; Student Characteristics; Students; Surveys; Tables (Data); Teachers; Test Results
IDENTIFIERS	*Anchorage School District AK

ABSTRACT

This profile is the report card of the Anchorage, Alaska, School District on the academic achievement of Anchorage students. Part 1 provides a summary of performance across the entire district on a variety of important indicators of success. Part 2, published separately, profiles each of the district's schools. Part 1 contains an overview of the district, focusing on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with the schools and their programs. The focus is on the regular education program, and measures of the success of special education students are not included. District and school budgets and expenditures are given only as information items. The Anchorage School District is one of the largest school districts in the United States in terms of enrollment, and it is characterized by high student mobility and low family income which makes 3 of 10 of the district's students eligible for subsidized lunches. The outcome measures reviewed include norm-referenced basic skills achievement tests (the California Achievement Tests, 1995 edition), locally developed tests, locally developed writing assessments, and the ACT and SAT results for graduating seniors who elected to take these college entrance examinations. The overall Anchorage percentile score for 1999-2000 on the norm-referenced tests was the 64th percentile, reflecting the consistent high level of performance of the school district's students. American Native, Hispanic, and Black students generally did not do as well as Whites and Asian Americans. In general, parent, student, and staff survey responses were positive toward the school district and individual programs, with overall satisfaction levels similar to those of the preceding year. (Contains 123 tables.) (SLD)

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ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1999-2000

Part I District Overview

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ASSESSMENT AND EVALUATION DEPARTMENT

TM032250

Assessment and Evaluation Report #00-01
September 2000

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ANCHORAGE SCHOOL DISTRICT
PROFILE OF PERFORMANCE
1999-2000

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Question: What is the Profile of Performance?

Answer: The Profile of Performance is the Anchorage School District report card to the School Board and community on the academic achievement of Anchorage students. Part I of the report provides a summary of performance across the entire district on a variety of important indicators of success. Part II of the report profiles each of the Anchorage schools.

Discussion: This report is divided into two major sections. Part I provides an overview of the District. It includes an overview of district performance on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with Anchorage programs. Part II provides profiles for each school in the District with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school.

The focus in on the regular education program and does not include measures of the success of special education students who do not participate in the district and state testing programs. It does not address the social or physical wellness of students other than through end-of-year report card surveys.

The district and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. District reports on the fiscal performance of the Anchorage School District are available from the Office of Business Management.

The "1999-2000 Goals Accomplishments: Report" (July, 2000) is available through The Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4312. It examines the success of the activities that were undertaken to manage district programs in an effort to fulfill board goals. The Profile includes an analysis of outcome measures available for Board goals that directly relate to student achievement.

The profile includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual School Report Cards are available at each school. A complete District Report Card (Board Memo #396 June 2000) is prepared for the State of Alaska and is available from the Superintendent's Office.

The Profile of Performance has a question and answer format. Questions identify the topics which are reviewed. Answers provide overviews of the findings relative to the topic. Discussion sections further explore the data that support the brief summary answers.

The Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4153. Copies are available to the public in all Anchorage libraries. Selected information from the profile will be available through the Anchorage School District WWW site at http://www.asd.k12.ak.us/Depts/Assess_Eval/ in October

Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 787-3829.

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm referenced basic skills achievement tests, locally developed tests, locally developed Writing Assessment and the ACT and SAT results for graduating seniors who elected to take college entrance exams. Grades and credits earned for secondary students, attendance patterns and drop out information are also included. Several demographic descriptors and trends which describe the 1999-2000 student population are reviewed prior to the achievement measures to provide a rounded picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined from several perspectives. First, the demographic characteristics of the students served in the District in 1999-2000 are reviewed. Data is presented on the composition of the student body in terms of ethnicity participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. The demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

The primary indicator of academic achievement used in 1999-2000 is a norm-referenced measure of basic skills. The 1995 edition of the California Achievement Tests (CAT/5) was administered to over 30,000 students in grades 3-10 in April 2000. The tests were administered to all students who were enrolled with two exceptions: Non-English speaking students who were in the District less than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm referenced testing. Other students may have missed the test period due to absences.

The CAT tests include basic skill tests in reading, mathematics, and language arts. Students in grade 3 are tested in Word Analysis, Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications. Students in grades 4-10 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-10 are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested to monitor year-to-year growth and to provide an annual objective measure of performance to parents.

The State of Alaska adopted the California Achievement Test 5, Survey Battery (CAT) as the required measure for the Alaska Statewide Student Assessment Program in 1995-96. A study of the CAT tests reported in the 1995-96 Profile of Performance indicated that Anchorage teachers and curriculum specialists found more than 90 percent of CAT items in reading, language arts, and mathematics to be consistent with Anchorage curriculum goals and instruction. The State of Alaska has reduced required CAT testing to grades 4 and 7 for 2000-2001 and will be considering a change to another norm referenced for 2001-2002.

Norm referenced tests like the CAT use multiple choice questions to measure basic skills in reading, the mechanics of writing, and mathematics. The tests provide an objective, standardized measure that allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students tested in 1991 and the tracking of changes in Anchorage performance on a consistent measure.

CAT tests are short 20 item tests in individual subject areas that are not meant measure all of what is learned or taught. The Anchorage School Board has reduced the amount of student testing with the California Achievement Test to include only the two required state grade levels. This will be the last Profile of Performance that will include tables that track individual student year-to-year growth.

The Anchorage Writing Assessment at grades 5, 7, and 9 provides information on how well students are meeting District expectations on the traits of good writing. The assessment takes place at mid-year so that students that are not meeting district expectations may be identified prior to the year when they must take Alaska Benchmark exams or the Alaska High School Graduation Qualifying Examination. Schools and teachers have a chance to use results to identify students who need extra help to meet State standards in writing.

All grade 6 students take a Math Pre-Algebra qualification test to help with 7th grade placement. The test is designed by District teachers to identify students who are ready for pre-algebra placement in grade 7. The test is keyed to the ASD math curriculum and provides a measure of the attainment of advanced math skills across the district.

Grade 3 student took the Independent Reader examination that combines a comprehension test and teacher judgments to assess the School Board goal calling all Anchorage children to read independently by the end of 3rd grade. Student success is judged relative to key elements of the new Anchorage School District K-3 Language Arts Benchmarks.

Results of new State of Alaska Benchmark exams, the Alaska High School Graduation Qualifying Examination, and Advanced Placement Exams did not arrive in time for inclusion in this report. Information on these important indicators of Anchorage School District success will be included in a later supplemental report.

Grades and credits earned by students are direct indicators of the extent to which students are meeting the expectations of teachers. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention identifies the students that are not meeting minimum standards at elementary and middle schools. High school credits earned chart the success of students as they move from grade 9 to graduation.

Attendance and drop out information are indirect indicators of student attitudes and interest in school. High absence and drop out rates are indicators of alienation and the failure to provide programs which engage students and move them along to academic success. Students who miss a great deal of school do not benefit from the instruction offered. Dropping out is a total failure of the school-student relationship. While the choice of going to school is always in the hands of the student and family, the reasons behind the choice not to come to school have to be considered by a school system that wants all students to have success.

Question: What are the characteristics of the student population served by the Anchorage School District in 1999-2000?

Answer: The Anchorage School District is one of the 100 largest school districts in the United States in terms of overall enrollment. Over 49,294 students enrolled in Anchorage schools in September 1999. Our student population in 1999-2000 was 303 students lower than it was at the same time the prior year.

The Anchorage student population reflects the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, 36 percent of the total population in 1999-2000.

Anchorage is characterized by its mobility. One in five of the students (19 percent) served by the District entered or left a District schools after September 30, 1999; i.e., moved into or out of a school during the school year. Better than 44 percent of the students served in 1999-2000 were new to their school building. These transience and mobility figures are similar to those for the District over the past several years indicating a continuing pattern of high mobility. The most recent national mobility indicator is 16.1 percent.*

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion (31.0 percent) is slightly below the district high of 33.2 percent in 1995-96 but still substantial. A number of schools have more than 70 percent of the students qualify for assistance.

The District's population includes several thousand students with special needs. Gifted students, learning disabled students, mentally retarded students, and others with specific identified needs are included in Tables 5 and 6. The number of non-English speaking students, category "A" or "B" has increased by more than a thousand students over the past five years.

Anchorage has all of the characteristics and concerns found in any large urban school district in the United States. The United States Department of Education has reported that Anchorage with over 49,000 students is one of the 100 largest school districts in the United States.

Demographics are emphasized in the Profile because individual students characteristics are correlates of individual and school success. While factors such as family income and language do not limit the success of any student, they do indicate factors that affect the educational resources needed to turn students potential into student performance. Generally, schools that work with students with "at risk" factors have a harder job to do and need more resources to produce equal academic outcomes.

Discussion: Table 1 provides a five year review of the membership in the District at the beginning of the school year broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school by October 31 of the year shown.

The non-White population makes up over 35 percent of the total student population and is growing. In 1995-96, non-Whites made up about 30 percent of the total population. All non-White racial-ethnic populations have grown in absolute numbers over the past five years. Among the racial-ethnic minority groups, the Asian/Pacific Islander group has had the greatest growth over the past five years. The Black group has had the least growth.

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*National Center for Educational Statistics, The Condition of Education 1995, p.46.

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Table 1

Anchorage School District
Beginning of Year Membership
1995-96 to 1999-2000

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Other	Total
1999-2000	Number	5,950	4,460	4,263	2,665	31,759	197	49,294
	Percent	12.0%	9.0%	9.0%	5.0%	64.0%	<0.17%	100.0%
1998-99	Number	5,893	4,299	4,334	2,250	32,551	N/A	49,597
	Percent	11.0%	8.7%	8.7%	5.1%	65.6%	N/A	100.0%
1997-98	Number	5,644	3,819	4,234	2,381	32,557	N/A	48,635
	Percent	11.6%	7.9%	8.7%	4.9%	66.9%	N/A	100.0%
1996-97	Number	5,392	3,558	4,182	2,233	32,546	N/A	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	69.9%	N/A	100.0%
1995-96[1]	Number	5,203	3,341	4,104	2,123	33,070	N/A	47,871
	Percent	10.9%	7.0%	8.6%	4.4%	69.1%	N/A	100.0%

Stability of the student population is examined in Tables 2 and 3. Table 2 examines within-year stability and Table 3 examines year-to-year continuity. The stability indicated in Table 2, labeled "Percent," represents the portion of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indicated in Table 3 also labeled "Percent," is the portion of the enrollment, again presented as percentages, that continued in the same school from the end of one school year to the beginning of the next school year. These data show a notable degree of mobility in the District as a whole. Examination of the individual school reports in Part II of the Profile show some schools with mobility that is twice the Distract average.

American Native students seem particularly prone to move during the school year. One in three of American Native students enrolled in the District in 1999-2000 moved into or out of a school after September 30, 1999. The mobility patterns for racial-ethnic groups have improved over the past five years.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995). It is a continuing problem here in Anchorage where about 20 percent move. The impact of mobility is reflected in the lower test scores of mobil students highlighted later in the report.

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[1] 1995-96 based on September 30th membership..

Table 4 presents the portion of the elementary student population participating in the free or reduced price lunch program. This variable is a pseudo-indicator of the socio-economic condition of the District's student population. It indicates that approximately one-third of the District's elementary students are eligible for free or reduced price lunch. In addition to the lunch program, a breakfast program is available in sixteen elementary and eight middle schools. More than 90 percent of the students in some Anchorage schools qualify for free or reduced price lunches.

Table 2
Anchorage School District
Stability Rates of Students
in One School September 30 through End-of-Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1999-2000	Number*	4,625	4,789	4,646	2,887	33,716	53,086
	Percent**	68.7%	82.0%	75.5%	76.4%	84.5%	80.9%
1998-99	Number	6,553	4,666	4,703	2,788	34,545	53,267
	Percent	70.1%	86.6%	75.1%	75.9%	83.3%	80.3%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	67.1%	80.2%	74.5%	75.3%	83.1%	79.8%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	66.8%	81.2%	74.3%	73.5%	82.9%	79.6%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	66.3%	79.3%	71.7%	73.9%	82.0%	78.7%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "Percent" is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the year.

Table 3
Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1999-2000	Number*	6,736	4,789	4,646	2,887	33,716	53,086
	Percent**	53.9%	60.6%	54.5%	57.5%	61.3%	59.2%
1998-99	Number	6,553	4,666	4,703	2,788	34,545	53,267
	Percent	52.2%	56.7%	51.4%	53.4%	59.6%	57.4%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	49.4%	55.4%	52.9%	53.3%	57.4%	55.6%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	46.6%	52.7%	48.7%	47.9%	57.4%	54.5%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	51.3%	57.7%	52.8%	50.7%	59.0%	57.1%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "Percent" is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

Table 4

Anchorage School District
Elementary
Free/Reduced Price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of* Children from Low Income Families	Percent of Children from Low Income Families
1999-2000	27,629	8,786	31.0%
1998-99	27,788	8,836	31.0%
1997-98	27,706	8,366	30.0%
1996-97	26,771	8,256	30.8%
1995-96	27,709	9,203	33.2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program. Program is not offered at the high school level.

Low income alone is not a cause of low achievement but it has a strong and consistent correlation with performance. Low income is a factor that creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities.

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle level school students who are unable to pay the full price of meals. In 1999-2000, reduced price meals will be available to individual students with a family income at or below $19,092. Free meals are available to a single student with a family income at or below $13,416. As family size increases, the allowable income increases by $6,512 for reduced-price meals and $4,576 for free meals. Allowable income level has increased by about 2 percent this year because of the increased cost of basic living expenses here in Anchorage

Table 5 recognizes that a number of students have special needs. This table shows that the trend for an increasing number of students to be identified as having special needs reversed in 1999-2000 with a decline from 9,595 to 9,124 at the same time of year in 1999-2000. These are duplicated counts so some students may be counted in more than one category.

Table 6 shows the special programs population for the District over the past five years. Some of these students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who require special support. School level programs for students with special needs are noted in the school profiles presented in Part II of the Profile of Performance.

Table 5

Special Need Population
1995-96 to 1999-2000
Active Membership at End of School Year

Areas of Need	Number of Students				
	99-00	98-99	97-98	96-97	95-96
Mentally Retarded	290	304	275	261	248
Specific Learning Disability	4,180	4,411	4,520	4,587	4,466
Emotionally Disturbed	413	420	410	362	362
Orthopedically Handicapped	31	32	37	32	37
Speech Impaired	1,227	1,236	1,259	1,347	1,268
Visually Impaired	15	15	16	20	17
Health Impaired	226	228	208	152	121
Hard of Hearing	99	106	119	107	114
Deaf	39	41	37	39	39
Deaf-Blind	1	1	2	1	2
Multi-handicapped	224	239	241	229	220
Developmental Delayed	356	344	293	274	235
Traumatic Brain Injury	35	36	39	28	25
Autism	95	93	82	53	36
Gifted	1,893	2,089	2,270	2,247	1,960

Table 6

Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	**Number of Students**				
	99-00	**98-99**	**97-98**	**96-97**	**95-96**
Bilingual					
"A" or "B" (Totally or Dominant Non-English)	3,230	3,053	2,731	2,418	2,165
"C" (Low Achievers)	544	545	602	409	328
Migrant Eligible Students (Actually receiving service)	966	617	545	540	350
Title I/Chapter I Students					
Targeted Assistance Schools	401	486	386	327	924
Schoolwide Programs	5,543	6,252	5,415	4,475	2,513
Homeless Program	1,407	1,495	1,058	1,076	1,102
Neglected and Delinquent	237	199	198	222	120
Indian Education Eligible Students (Receiving Tutoring/Counseling services)	2,195	2,815	1,908	2,121	2,029

The Bilingual and Title I programs deserve special note. More and more students come to Anchorage who are new to the United States or have limited proficiency in English. This places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content. The increase in Title I and Migrant numbers reflects the substantial numbers of students that qualify for program as well as an increase in school wide programs here in Anchorage. The more than 10 percent of Anchorage students are now served through the Title I program.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs. To accommodate this diversity, the District's program must be both flexible and varied. Anchorage has the same problems and complexity found in most urban school districts in America.

Part II of this document profiles individual schools. The diversity in school demographics suggests that the process of providing a good education for each child must take into account the differences in demographics that exist among the various Anchorage school communities. The task of reaching the school board goal of academic excellence for all makes it necessary to recognize some schools have much higher rates of poverty and student mobility.

Question: How did Anchorage students do on the norm referenced tests administered in April of 2000?

Answer: Norm referenced tests are powerful tools for assessing group performance over time. They allow a comparison of student performance against a national population. They allow the comparison of group and individual growth over time. Anchorage Students in grades 3 through 10 have taken the California Achievement Test each spring for the past five years allowing an examination of student growth over time.

When overall Anchorage students achievement is considered by looking at average Normal Curve Equivalent (NCE) scores and converting them to the equivalent percentile rank scores, the overall Anchorage percentile score for 1999-2000 would be the 64th percentile. This reflects the consistent high level of academic performance in Anchorage where this overall score has stayed about the 60th percentile for the past five years.

Reading, Language Arts, and Mathematics composite scores are key indicators of student status. The Anchorage average scores are well above the national average of the 50th percentile. More than 94 percent of Anchorage students in the tested grades took CAT tests last year.

Reading is basic to success in all educational areas and the tests include both vocabulary and comprehension. Anchorage scores range from the 57th percentile at grade 6 to the 64th percentile at grade 7.

Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 54th percentile at grade 3 to the 67th percentile at grade 5.

Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 62nd percentile at grade 8, to the 69th percentile at grade 6.

Discussion: Table 7 shows that most Anchorage students in the grades that are selected for testing are tested. Strict new Federal requirements have been put into place to assure that schools do not exclude special education and bilingual students from State and district-wide assessments. The regulations require that there be an accounting of all students, that students with special needs be provided accommodations, and that students that are not capable of taking tests even with accommodations be provided with alternative assessments. The percentage of students tested at high schools is lower than at middle level or elementary schools because fewer high school students complete make-up tests when they are absent on the primary testing days. The percentage of students tested in Anchorage has increased as fewer special needs students are excluded.

Table 8 shows that average performance of students in grades 3 through 10 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. With more than 94 percent of the students tested, it is fair to say that the scores represent a valid cross-section of English speaking students in the regular education program.

Anchorage scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores range from the 61st percentile to the 66th percentile. This is very strong performance for a large urban school district.

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Table 9 shows the average scores on the two sections of the CAT test that are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and, Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students score consistently better than the national average of the 50th percentile on both Vocabulary and Comprehension. Performance on Reading Comprehension ranges from the 58th to the 66th percentile. Vocabulary ranges from the 51st to 60th percentile.

Table 10 shows the average scores on the two sections of the CAT test that are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few areas where Anchorage students are below the national average. The Mechanics scores across the grades range from the 48th percentile to the 69th percentiles. Language Expression scores range from the 55th to the 63rd percentile at grade 6. The Language Arts total scores range from the 54th to the 67th percentile.

Table 11 shows the average scores on the two sections of the CAT test which are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examine concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and then apply them to information presented through a story problem or table. Anchorage students are at or above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 50th to the 67th percentile. The Math Concepts and Applications scores range from the 62nd to the 74th percentile. Concepts and Applications scores are slightly higher than Computation scores reflecting the Anchorage emphasis on problem solving and application across the curriculum. The Total Math scores range from the 62nd to the 69th percentile.

Table 12 shows the breakdown of scores in Reading, Language Arts, Mathematics and on the Total Battery by quartile. The first quartile includes students with scores at or below the 25th percentile and the fourth quartile includes students with scores above the 75th percentile - our lowest and highest scoring students. The national expectation is that 25 percent of students fall into each quartile so having less than 25 percent in the lowest quartile and more than 25 percent in the highest quartile is good on a norm referenced achievement test that is being used to track year-to-year growth in a school district.

Table 12 generally reflects the high average ASD scores with high percentages of students in the top quartile. But, it also shows that high average scores do not tell the whole story. Anchorage grades are large with 3,000 to 4,200 students represented so small percentages may represent large numbers of students. For example, 39.4 percent of the students in grade 3 were in the top quartile in reading. This represents better than 1,600 students. On the other hand, the 20.8 percent of the students below the 25th percentile in reading at grade 3 represents more than 800 students who have not performed well on the CAT. In relative terms, the ASD math program has resulted in the lowest percentages of students scoring below the 25th percentile but there are many students that need help in all of the academic areas.

The five year history tables, Tables 15 through 19, show minor year to year changes in scores with overall performance generally well above the national average. In some areas like reading the scores have gone down slightly while in other areas like math they have gone up a little. However, the changes are small and reflect the overall strong continued performance across all areas.

This is the fifth year that all students in grades 3 through 10 have taken CAT tests, includes Science, Social Studies. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The Spelling test calls on students to identify common words that are correctly or incorrectly spelled. Anchorage students may not have been exposed to some of the factual information included on these tests and they may not match our common modes of instruction. However, the item by item analysis of the tests done by teachers at the time of the CAT test adoption indicated that our students should have generally mastered the skills needed to do well on these tests.

Tables 16 and 17 present the CAT Science and Social Studies information. Science scores ranged from the 80th to the 49th percentile in 1999-00 with performance above the 60th percentile in six of the eight grades tested. Social Studies performance ranged from the 68th to the 57th percentile with performance at or above the 60th percentile in six of the eight grades tested.

Science and Social Studies scores are notably higher at some grades and lower at others. These differences may be attributed to differences in test content and match with our unique Anchorage curriculum. At some grades the match between test and curriculum is very good while at others the specific content of the test is not included in Anchorage instruction though the skills tested are covered.

Tables 18 and 19 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50. They range from the 47th to the 57th percentile in 1999-00. Scores are at or above the national average at seven of the eight grades tested. Spelling continues to be the area of lowest Anchorage performance on the CAT tests. Scores increases slightly at two grade levels and declined slightly at one grade level when compared to last year. Scores were the same over the past two years at the other five grades tested.

In Word Analysis, Grade 3 students scored at the 51st percentile in 1999-00. Study skills scores range from the 49th percentile to the 66th percentile. Study Skills scores are above national average in six of the seven grades tested and at or above the 60th percentile in two of the grades.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Overall, CAT test scores are strong and reflect the academic excellence of the programs that serve our large and diverse community. It is remarkable to have an overall performance in grades 3rd through 10th that is at the 64th percentile.

Table 7

Anchorage School District
Percent Tested by Grade
Number of Bilingual, Special Ed., and Other Excluded by Grade
March 2000

Grade	March 30[1] Enrollment	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other Excluded
3	3,909	3,785	96	36	25	63
4	4,049	3,922	96	17	43	67
5	3,875	2,729	96	42	7	97
6	3,938	2,824	97	22	11	81
7	3,765	3,618	96	46	17	84
8	3,649	3,487	95	13	35	114
9	3,536	3,285	92	71	15	165
10	3,269	2,894	88	49	4	322

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[1] Level 3 special education students are not included in these grade level totals. Level 3 students are to be tested, tested with accommodations, or with an alternate assessment. Many level 3 students qualify for alternate assessment.

Table 8

Percentile Rank Scores and Number of Students Tested California Achievement Test Survey Battery 5 (CAT) Spring 2000

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Percentile	62	54	63	61
	Number Tested	3,754	3,777	3,766	3,705
4	Percentile	61	60	68	64
	Number Tested	3,913	3,903	3,889	3,864
5	Percentile	59	67	64	65
	Number Tested	3,723	3,716	3,722	3,691
6	Percentile	57	65	69	65
	Number Tested	3,816	3,812	3,812	3,775
7	Percentile	64	62	65	65
	Number Tested	3,608	3,611	3,600	3,542
8	Percentile	63	59	62	64
	Number Tested	3,479	3,467	3,477	3,397
9	Percentile	61	60	68	66
	Number Tested	3,275	3,275	3,273	3,225
10	Percentile	63	60	67	66
	Number Tested	2,880	2,878	2,873	2,803

Table 9

Anchorage School District
Breakdown of CAT Percentile Reading Scores by Sub-test Area – Spring 2000

Grade Level		Reading Vocabulary	Reading Comprehension	Reading Total
3	Percentile	60	62	62
	Number Tested	3,773	3,775	3,754
4	Percentile	60	60	61
	Number Tested	3,918	3,922	3,913
5	Percentile	55	58	59
	Number Tested	3,729	3,729	3,723
6	Percentile	51	62	57
	Number Tested	3,822	3,818	3,816
7	Percentile	59	66	64
	Number Tested	3,608	3,609	3,608
8	Percentile	60	63	63
	Number Tested	3,482	3,481	3,479
9	Percentile	54	62	61
	Number Tested	3,275	3,279	3,275
10	Percentile	58	64	63
	Number Tested	2,884	2,885	2,880

Table 10

Anchorage School District
Breakdown of CAT Percentile Language Arts Scores
by Sub-test Area – Spring 2000

Grade Level		Language Mechanics	Language Expression	Language Total
3	Percentile	48	59	54
	Number Tested	3,785	3,783	3,777
4	Percentile	59	59	60
	Number Tested	3,913	3,911	3,903
5	Percentile	69	63	67
	Number Tested	3,725	3,726	3,716
6	Percentile	67	61	65
	Number Tested	3,815	3,821	3,812
7	Percentile	67	55	62
	Number Tested	3,618	3,615	3,611
8	Percentile	61	55	59
	Number Tested	3,471	3,470	3,467
9	Percentile	60	58	60
	Number Tested	3,283	3,280	3,275
10	Percentile	61	56	60
	Number Tested	2,887	2,887	2,878

Table 11

Anchorage School District
Breakdown of CAT Percentile Mathematics Scores
by Sub-test Area – Spring 2000

Grade Level		Math Computation	Math Concepts and Applications	Math Total
3	Percentile	60	62	63
	Number Tested	3,783	3,773	3,766
4	Percentile	65	68	68
	Number Tested	3,904	3,899	3,889
5	Percentile	59	65	64
	Number Tested	3,729	3,729	3,722
6	Percentile	67	72	69
	Number Tested	3,819	3,813	3,812
7	Percentile	61	66	65
	Number Tested	3,606	3,602	3,600
8	Percentile	50	74	62
	Number Tested	3,481	3,480	3,477
9	Percentile	63	72	68
	Number Tested	3,284	3,282	3,273
10	Percentile	60	72	67
	Number Tested	2,881	2,885	2,873

Table 12

Quartile Distribution of Students' Individual Performances CAT – Spring 2000

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Quartile 4	39.4	32.2	42.8	38.5
	Quartiles 2 and 3	39.8	42.8	39.9	40.9
	Quartile 1	20.8	25.0	17.4	20.6
4	Quartile 4	35.0	35.8	45.3	40.0
	Quartiles 2 and 3	47.5	45.7	37.5	42.9
	Quartile 1	17.5	18.5	17.2	17.1
5	Quartile 4	36.1	41.7	40.0	40.6
	Quartiles 2 and 3	43.0	43.1	43.4	42.9
	Quartile 1	20.9	15.3	16.6	16.5
6	Quartile 4	32.5	41.8	47.8	41.5
	Quartiles 2 and 3	47.6	42.6	37.2	42.0
	Quartile 1	19.9	15.6	15.0	16.6
7	Quartile 4	36.7	36.1	40.2	38.5
	Quartiles 2 and 3	47.8	45.7	45.2	45.3
	Quartile 1	15.5	18.2	14.7	16.2
8	Quartile 4	37.6	32.7	35.5	39.0
	Quartiles 2 and 3	47.2	49.8	48.1	46.1
	Quartile 1	15.1	17.5	16.5	14.9
9	Quartile 4	34.9	36.0	43.3	40.1
	Quartiles 2 and 3	47.2	47.8	45.7	46.0
	Quartile 1	17.9	16.2	11.0	13.9
10	Quartile 4	38.2	34.5	42.7	42.8
	Quartiles 2 and 3	44.8	46.1	44.0	41.7
	Quartile 1	17.0	19.4	13.3	15.5

Table 13
Five-Year History
Percentile Rank Scores
CAT Total Reading – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	62	61	59	57	64	63	61	63	-
	Number Tested	3,754	3,913	3,723	3,816	3,608	3,479	3,275	2,880	-
1998-99	Percentile	61	58	60	63	64	64	63	63	60
	Number Tested	3,801	3,690	3,790	3,524	3,687	3,410	3,185	2,863	2,526
1997-98	Percentile	61	63	62	60	64	64	60	64	58
	Number Tested	3,610	3,785	3,455	3,574	3,533	3,243	2,971	2,818	2,499
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344
1995-96	Percentile	63	64	63	61	64	63	60	66	58
	Number Tested	3,490	3,551	3,588	3,384	3,208	3,171	2,607	2,263	1,996

Table 14
Five-Year History
Percentile Rank Scores
CAT Total Language Arts – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	54	60	67	65	62	59	60	60	-
	Number Tested	3,777	3,903	3,716	3,812	3,611	3,467	3,275	2,878	-
1998-99	Percentile	53	59	68	66	60	59	59	56	53
	Number Tested	3,796	3,686	3,795	3,514	3,684	3,395	3,193	2,866	2,515
1997-98	Percentile	52	63	70	65	62	59	59	58	53
	Number Tested	3,598	3,769	3,434	3,574	3,525	3,228	2,953	2,798	2,481
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348
1995-96	Percentile	51	56	66	63	57	55	55	57	53
	Number Tested	3,496	3,554	3,596	3,382	3,218	3,167	3,036	2,618	2,295

Table 15
Five-Year History
Percentile Rank Scores
CAT Total Mathematics – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	63	68	64	69	65	62	68	67	-
	Number Tested	3,766	3,889	3,722	3,812	3,600	3,477	3,273	2,873	-
1998-99	Percentile	60	65	64	68	64	64	68	65	65
	Number Tested	3,793	3,689	3,776	3,514	3,681	3,366	3,190	2,871	2,531
1997-98	Percentile	61	67	65	67	65	63	68	67	64
	Number Tested	3,617	3,789	3,431	,3574	3,520	3,241	2,968	2,840	2,502
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346
1995-96	Percentile	62	62	61	67	64	62	66	66	63
	Number Tested	3,500	3,585	3,581	3,381	3,199	3,154	3,042	2,615	2,319

Table 16
Five-Year History
Percentile Rank Scores
CAT Science – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	60	61	49	53	67	80	69	69	-
	Number Tested	3,777	3,889	3,708	3,796	3,595	3,485	3,265	2,894	-
1998-99	Percentile	60	61	51	55	64	79	67	67	60
	Number Tested	3,803	3,685	3,782	3,512	3,686	3,371	3,182	2,874	2,536
1997-98	Percentile	59	64	63	55	66	79	66	69	57
	Number Tested	3,610	3,779	3,433	3,562	3,533	3,241	2,975	2,826	2,492
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	3,554	3,061	3,050	2,863	2,318
1995-96	Percentile	59	62	53	56	64	76	68	69	56
	Number Tested	3,484	3,565	3,548	3,377	3,208	3,165	3,044	2,622	2,327

Table 17

Five-Year History
Percentile Rank Scores
CAT Social Studies – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	60	57	63	57	66	64	68	65	-
	Number Tested	3,772	3,881	3,707	3,792	3,596	3,487	3,270	2,890	-
1998-99	Percentile	59	57	64	59	66	64	66	62	58
	Number Tested	3,798	3,679	3,780	3,508	3,681	3,375	3,181	2,866	2,523
1997-98	Percentile	58	60	66	59	67	64	67	64	58
	Number Tested	3,612	3,762	3,435	3,565	3,522	3,241	2,973	2,825	2,490
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313
1995-96	Percentile	60	57	66	60	64	61	67	65	60
	Number Tested	3,471	3,563	3,544	3,370	3,189	3,165	3,039	2,619	2,324

Table 18
Five-Year History
Percentile Rank Scores
CAT Spelling – Spring 1996 through Spring 2000 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	51	57	52	50	50	47	52	51	-
	Number Tested	3,784	3,919	3,726	3,824	3,616	2,479	3,285	2,893	-
1998-99	Percentile	51	54	52	50	50	49	52	49	46
	Number Tested	3,810	3,699	3,802	3,527	3,695	3,408	3,196	2,874	2,535
1997-98	Percentile	50	57	54	52	50	47	51	52	47
	Number Tested	3,628	3,787	3,454	3,589	3,539	3,235	2,982	2,835	2,513
1996-97	Percentile	52	59	54	51	50	49	52	50	46
	Number Tested	3764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349
1995-96	Percentile	49	54	53	51	47	48	51	53	44
	Number Tested	3,500	3,572	3,601	3,389	3,224	3,176	3,038	2,627	2,299

Table 19
Five-Year History
Percentile Rank Scores
CAT Word Analysis – Spring 1996 through Spring 2000 – Grade 3
CAT Study Skills – Spring 1996 through Spring 2000 – Grades 4 through 11

Year	Data Type	Gr3*	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1999-00	Percentile	51	66	58	60	58	49	59	54	-
	Number Tested	3,776	3,889	3,713	3,792	3,603	3,486	3,279	2,884	-
1998-99	Percentile	52	66	60	63	58	50	60	53	52
	Number Tested	3,826	3,685	3,782	3,514	3,685	3,380	3,188	2,875	2,533
1997-98	Percentile	52	68	61	63	60	50	60	55	52
	Number Tested	3,626	3,779	3,437	3,563	3,520	3,251	2,976	2,828	2,494
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325
1995-96	Percentile	51	67	62	61	56	46	60	54	51
	Number Tested	3,500	3,569	3,584	3,378	3,214	3,155	3,045	2,627	2,325

*Word Analysis

Question: How did Anchorage students do on local assessments?

Answer: Local assessments are specific to Anchorage standards and call for student success on our own approved Anchorage curriculum. Tests are made to directly reflect what is taught in our classrooms and to be consistent with the textbooks and instructional techniques that are used in the District. Scoring is done relative to an absolute standard that calls for mastery of specific knowledge and skills rather than performance relative to the average performance of a national sample of students, or State cut score.

Local tests in social studies and science were discontinued as part of budget cuts made in the fall of 1999-2000. The local assessments conducted last year included the grade 3 Independent Reader Assessment, the grade 6 pre-algebra assessment, and writing assessment at grades 5, 7, and 9. Pilot testing took place with new Anchorage spelling tests.

Performance on the ASD Independent Reader Assessment suggests that progress has been made but more work is needed to meet the Goal to have every child an independent reader by the end of grade 3. Some 70 percent of grade 3 students were judged by their teachers to be independent readers while some 30 percent were not. This is an improvement of about 10 percent over last year.

Writing Assessment has been included as a District assessment for the last fifteen years. The State writing assessment program was discontinued two years ago and local writing assessment was re-instituted. Writing Assessment was revised in 1999-2000 to cut down on the time teachers were out of the classroom and to allow students a choice of two topics for their essays. Results appear to be weaker than last year with lower performance in the area of conventions. Writing assessment results are discussed elsewhere in this document.

Some 28 percent of grade 6 students were recommended for pre-algebra in grade 7 based on the 6th grade placement test. This is a substantial gain form last year. The percent of students recommended from regular elementary school ranged from 2 percent to 63 percent. Middle schools have, based on testing and feeder school patterns, from 12 percent to 47 percent of their 7th graders ready for pre-algebra or more advanced math studies.

Discussion: Assessments are discussed in order and information is provided on the validity and reliability of the new and revised exams developed for 1999-2000.

Question: How many students were rated as independent readers by teachers? Teachers were given the opportunity to rate their students as independent readers (or *not* independent readers). Various information sources were available to teachers to permit them to make a decision about each child: for example, results from IRA, IRA Practice Tests beginning in the fall, and attitudes about reading throughout the school year. Table 20 indicates the number of students rated as "independent" or "not independent" based on a teacher's judgment and using ASD's K-3 Reading Performance Standards.

Table 20
Number of students rated as independent readers, Spring 2000

Rating	No.	%
Independent	2,415	70
Not Independent	1,050	30
Total Rated	3,465	100

IRA Scores

Question: What are the overall scores for the IRA for Spring, 2000? Overall mean scores for all 3rd grade students who participated in the IRA as listed in Table 21:

Table 21
Mean Scores (percent correct) for IRA

Testlet Name	Mean Score	No.	S.D
Earthquake	68	3,447	23
Eskimo Boy	62	3,447	21
Northwest Items	81	3,447	23

As can been noted in Table 21 a majority of 3rd graders completed the IRA, with average percent correct scores ranging from a low of 62 percent on the Eskimo Boy testlet to 81 percent on Northwest Items. These scores are roughly similar to those of 3rd graders who completed the IRA in Spring, 1999. There was a one point gain on one test, and the scores on the third test were the same. See Table 22 below for a comparison.

Table 22
Comparison of Mean Scores for IRA, 1999 vs. 2000

Testlet Name	Mean Score, IRA 1999	Mean Score, IRA 2000
Earthquake	67	68
Eskimo Boy	60	62
Northwest Items	81	81

Making this comparison between the two years (1999 and 2000) helps to support statistical reliability, suggesting that with repeated administrations of the objective sections of the IRA result in a consistently narrow range scores.

Question: Are there differences between mode of administration of the IRA, that is "paper" (print) mode compared with "electronic" mode? Note that each mode of administration contained the same number of items, presented in the same sequence, with the same wording, and similar graphics. Table 23 provides a breakdown of scores, based on delivery mode (print vs. computer).

Table 23
Comparison of Paper Vs. Electronic Administration

Testlet Name	Delivery Mode	Mean	Overall Mean	No.
Earthquake	Paper	69	68	1,118
	Electronic	68		2,329
Eskimo Boy	Paper	64[1]	62	1,118
	Electronic	62		2,329
Northwest Items	Paper	82	81	1,116
	Electronic	81		2,329

[1] Statistical difference between groups (F=.68, df =1, p<.009)

Table 31 shows that there is a difference in group performance for one testlet, based on mode of delivery. It should be noted that principals and classroom teachers selected the administration mode. In other words, teachers or principals (or both) chose whether a class or school would use the print or electronic version. Therefore, it shouldn't be surprising that composite group performance is not homogenous. In sum, as Table 24 shows there was not a statistically significant difference in mean scores between groups (paper vs. electronic) for Earthquake and Northwest Items; however, the Paper group scored higher on Eskimo Boy. Overall, there is not a difference.

Question Do teachers rate students differently depending on which mode of administration (computer vs. print) is used?

Table 24
Comparison of teacher ratings of independence based on delivery mode

Rating	Delivery Mode	No.	%
Independent	Paper	903	79
Not Independent	Paper	233	21
Independent	Electronic	1,512	65
Not Independent	Electronic	817	35
Total		3,465	

As Table 24 indicates there may be a difference in the way teachers rate students depending on whether teachers use paper or electronic delivery modes. Once again, it should be noted that assignment to either electronic or paper groups was voluntary, or "self-selected". Therefore, to note differences in the way students are rated (based on delivery mode) is not a surprise. Teachers that used the electronic versions had the advantage of being able to review the objective test results prior to making their judgment about Independent Reader status.

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Question: Does the IRA measure reading ability? How does the CAT 5 Total Reading Score correlate with combined scores on IRA testlets?

There is a .71 correlation when comparing 1999-2000 CAT 5 Total Reading scores with a child's mean IRA score (n = 3,159). This is evidence of the concurrent validity of the IRA. While the tests are different in specific content they are both tests of reading ability. A strong positive correlation between IRA and CAT Total Reading was expected because of results of last year's correlation of a student's IRA total score and their CAT Total Reading score; the correlation last year was .72 (n=3,450). Again, this is evidence that the IRA is a valid test of reading ability even though it includes much longer reading passages, has real authored stories, and more "higher order" questions that require students to draw inferences based on what they have read.

Question: What changes were made this second year (2000) compared with the 1999?

Two basic changes were made:

- Training for teachers
- Practice version availability

When 3rd grade teachers participated in multi-day, district-wide reading workshops a representative from Assessment and Evaluation attended the meetings and conducted IRA training. Nearly every 3rd grade teacher was able to see any new features, discuss scoring routines, view the electronic IRA and have the chance to better understand how the IRA would be used in the upcoming spring testing period.

In the late fall of 2000 several testlets were made available to all third teachers for their students to use as practice tests to help prepare students for the State Benchmark Reading exam. Each teacher was emailed notification that they could use the new practice system beginning at that point and through the end of the school year. According to database counts most 3rd grade students participated sometime during the year by completing at least one practice test. The data show that there were 3,047 instances of a student taking the first testlet in the series. Note that it is possible that some students took the first testlet twice, however a very conservative estimate would be that about 2,800 students took at least one of the Practice Tests. Presumably, this included students who visited a computer lab as a group to complete IRA Practice Tests, as well as students taking the tests in individual classrooms which held a few computers. Partly due to the success and interest of practice versions of the IRA during the 1999-2000 school year an electronic system will be available for 2000-2001 which will permit students around the district to complete IRA-like testlets anytime during a school year.

The implementation of the Grade 3 IRA demonstrated that Anchorage can do low cost and highly effective on-line testing to measure student achievement. The revised IRA tests will be made available to all elementary teachers in 2000-2001. It is expected that the voluntary on-demand tests will be used by teachers to help prepare students for State Benchmark Reading exams.

Grade 6 Pre-Algebra Assessment

There was a notable increase in the proportion of students recommended for pre-algebra over the prior year. The overall increase was an increase of 100 students from 823 students to 983 recommended. The most notable increases were in the schools that feed Wendler, Goldenview and Mirror Lake. The number of students recommended for placement at Mirror Lake almost doubled.

The grade 6 Pre-Algebra Placement exam was developed by teachers familiar with the ASD curriculum and the skills needed for success in pre-algebra. Curriculum and Evaluation staff worked with teachers to refine the test and set reasonable "cut" scores based on a large scale student trial. The Pre-Algebra assessment is keyed to the curriculum but is designed to measure the areas that are most important for success in pre-algebra. The test is weighted in favor of analytical and mathematical reasoning skills over simple computation.

Tests, pre-printed answer sheets, and administration instructions were provided to the principal at each school with 6th grade students. Schools were asked to test students on one day and return completed materials promptly to provide adequate test security. More than 3,300 students were tested. Classroom and school level reports on individual student success were provided to each school. Middle level schools were provided with reports of scores for their incoming students as well as CAT math scores to assist in student placements.

District level summary reports were provided to principals and the Math Curriculum Coordinator. An item by item analysis of school and student performance was also provided to the Math Curriculum Coordinator to allow an examination of the extent to which higher order skills are being covered by teachers.

Students who scored high on the test were recommended for pre-algebra. Students who were above or below the identified "cut" score but within the range of scores where classification should not be made on the basis of the test score alone where put into a "review" category. Students who were low on the test were recommended for Math 7. Table 25 provides a summary of the overall recommendations made for grade 6 students.

Actual assignment to pre-algebra is made by middle school counselors. Assignment is based on multiple criteria. Counselors are asked to consider the student CAT math score, the Pre-Algebra Placement score, and the recommendation of the classroom teacher. A teacher recommendation and high marks on either of the two tests should be enough to allow an assignment to a grade 7 pre-algebra class.

Table 25
Pre-Algebra Qualification Examination
Grade 6
Spring 2000

	Students Enrolled	Students Tested or Excused	Percent Tested
Number	3,938	3,535	90%
Recommendation	**Math 7**	**Review**	**Pre-Algebra**
Number	1986	569	983
Percent	56%	16%	28%

Table 26 indicates the percentage of students recommended for placement for pre-algebra by school. Differences in school averages of less than three points are not notable.

There was a notable increase in the number of students recommended for pre-algebra over the prior year. The percentage of students who were recommended ranged from 2 percent to above 64 percent at individual elementary schools. From 12 percent to 56 percent of incoming students were recommended for placement at various district Middle schools.

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Table 26
Pre-Algebra Qualification Examination
Percent Recommended by School
Spring 2000

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Abbott Loop	6	77	20	21
Airport Heights	6	41	19	10
Alpenglow	6	90	23	34
Aurora	6	50	19	6
Baxter	6	69	21	26
Bayshore	6	82	24	40
Bear Valley	6	83	26	52
Birchwood	6	26	20	27
Willard Bowman	6	71	22	21
Campbell	6	84	17	13
Chester Valley	6	60	19	18
Chinook	6	91	16	7
Chugach Optional	6	39	23	33
Chugiak Elem.		No 6th Grade Students		
College Gate	6	60	19	22
Creekside	6	51	21	26
Denali	6	68	20	25
Eagle River	6	58	20	21
Fairview	6	54	17	9
Fire Lake		No 6th Grade Students		
Girdwood	6	19	22	32
Government Hill	6	35	16	3
Homestead	6	47	23	30
Huffman	6	82	25	50
Inlet View	6	36	22	33
Kasuun	6	86	23	38
Kennedy	6	27	16	4
Kincaid	6	88	23	42
Klatt	6	67	22	25
Lake Hood	6			
Lake Otis	6	53	17	9
Mt. Spurr	6	38	26	57
Mt. View	6	48	14	2
Muldoon	6	47	13	4
North Star	6	72	16	4
Northern Lights	6	54	28	63
Northwood	6	50	22	32
Nunaka Valley	6	55	19	21
Ocean View	6	47	26	55
O'Malley	6	78	27	55
Orion	6	41	20	10

Table 26 (Cont'd)
Grade 6 Pre-Algebra Qualification Exam
Percent Recommended by School

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Ptarmigan	6	47	22	21
Rabbit Creek	6	78	21	39
Ravenwood	6	72	26	54
Rogers Park	6	93	25	54
Russian Jack	6	37	15	8
Sand Lake	6	87	22	24
Scenic Park	6	89	22	33
Spring Hill	6	74	21	23
Susitna	6	79	22	38
Taku	6	59	22	36
Tudor	6	62	17	15
Turnagain	6	51	22	40
Tyson, William	6	46	18	13
Ursa Major	6	18	21	28
Ursa Minor	6	20	21	30
Williwaw	6	65	18	16
Willow Crest	6	65	18	12
Wonder Park	6	64	15	8
Gladys Wood	6	22	21	9
Middle Schools				
Mirror Lake	6	192	20	19
Multi-Grade				
Polaris	6	42	23	36
Acquarian	6	13	22	23
Family Partnership	6	30	25	50
Village	6	1	36	100
Whaley Center	6	1	3	0
Average		**3535**	**21**	**28**
Next School Averages				
Central	6	360	20	23
Clark	6	291	17	12
Goldenview	6	409	25	47
Gruening	6	263	23	36
Hanshew	6	414	21	28
Mears	6	471	21	26
Mirror Lake	6	192	20	19
Romig	6	406	20	22
Steller/Other	6	28	23	39
Wendler	6	468	20	26
Average Placement		**3439**	**21**	**28**

Question: How well do Anchorage students write?

Answer: Students generally do well in writing with most students meeting or exceeding district standards. More than 50 percent of the students were found to meet the ASD standards for performance in the traits of Ideas and Content, Organization, Voice, Effective Word Choice, and Sentence Fluency.

The percentage of students identified as being above the standard was generally lower this year than last year. Forty-two percent of the students meet or exceed the standards in all six areas. Last year, 48 percent of the students were at or above standard in all areas. However, direct comparisons are questionable because students wrote on different topics.

The Anchorage Writing Assessment was changed in 1999-2000 to reduce the time teachers are taken out of the classroom to learn to use the traits of good writing. Training was changed slightly to better align with the State Benchmark examinations and the High School Graduation Qualifying Examination. In addition to these changes the students were allowed to select between two writing assignments in the hope that the ability to select a topic would increase interest in the assessment.

Because there were significant differences in how students wrote on the two prompts used for 1999-2000 the average scores by trait and grade level are somewhat confounded. Year-to-year changes in prompts also make direct comparisons difficult. Reduced time spent in training teachers reduced the consistency of graders so that exact agreements fell to a level of around 50 percent. A full discussion of some of the technical problems is available in a paper presented by the Assessment staff to the American Educational Research Association, "Improving the Validity and Reliability of Large-Scale Writing Assessment."

Reports of student writing scores from the Anchorage Writing Assessment will be given to teachers of students in grades 6, 8, and 10 to help them recognize the students that need to develop additional writing skills prior to participating in the state tests.

Discussion: Anchorage does a local writing assessment that provides training for 300 teachers a year in using the six-traits of good writing as an instructional model. It also provides a useful basis for school level writing assessment for those schools that set a local school goal in writing.

Table 27 provides a comparison of performance for students tested at the various grades. Each student paper is scored by two teachers on each trait on a 1 through 5 scale. The rubric based scoring requires that a paper have a score of 3 or better to meet district standards. Average scores in the various areas range from a low of 2.9 to a high of 3.5. Overall, the area of conventions was the lowest in 1999-2000 with an overall average of 3.0 across the grades.

Conventions (spelling, capitalization, grammar etc.) remain an area of real concern with 43 percent of grade 5 students and 56 percent of the grade 7 students performing below expectation. It is an area where performance has shown improvement over the past few years so the performance is disappointing.

Table 27

Percentage Distribution of Writing Scores by Grade Level Spring 1999-2000[2]

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		1999	2000	1999	2000	1999	2000
5	Ideas & Content	3426	3632	26.6	27.2	72.4	72.8
	Organization			37.0	36.3	63.0	63.7
	Voice			24.0	24.8	76.0	75.2
	Effective Word Choice			24.1	33.6	76.0	66.4
	Sentence Fluency			30.5	38.4	69.5	61.6
	Writing Conventions			31.0	43.1	69.0	56.9
7	Ideas & Content	3260	3686	23.8	43.3	76.1	56.7
	Organization			33.9	47.1	67.1	52.9
	Voice			23.1	42.6	76.9	57.4
	Effective Word Choice			18.3	46.6	81.7	53.6
	Sentence Fluency			21.5	48.7	78.5	51.3
	Writing Conventions			24..5	55.8	75.5	44.2
9	Ideas & Content	2734	3696	16.5	32.4	83.5	67.7
	Organization			23.0	41.1	77.0	58.9
	Voice			9.4	33.0	90.6	67.0
	Effective Word Choice			16.5	36.0	83.5	64.0
	Sentence Fluency			17.9	38.4	82.1	61.6
	Writing Conventions			19.7	43.2	80.3	56.8

One third of the new Alaska Benchmark and High School qualifying examinations are based on writing. Short answers and extended essays are part of the Math and Reading exams as well as the central focus of the Writing exam. While the scoring system used by the state is slightly different than that used by the district, it is similar and uses a scale based on the same six traits of good writing.

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[2] Two prompts were used at each grade level for 1999-2000. There was a significant difference in scores between the two prompts suggesting that either one was harder to write about than the other or that less able writers were more likely to choose one prompt over the other. Scores from the two prompts are averaged in this table but direct year-to-year comparison is not possible because differences in prompts and teacher training.

Training teachers in assessing the traits of good writing and using the Anchorage Writing Assessment to help identify students that need to develop improved writing skills is an essential element in preparing students to meet Anchorage School District and State of Alaska goals. The overall results of the 1999-2000 writing assessment suggest that as many 6,000 students who participated in the assessment need to improve in one or more areas.

Question: How well did the Anchorage School District meet School Board goals for 1999-2000?

Answer: The Anchorage School District continues to show strong academic performance. Anchorage students did about as well in meeting School Board goals for improved performance as they did the prior year.

- Students did demonstrate overall gains in Reading, Writing, and Mathematics, but did not make gains at all grade levels in all subjects.
- About 70 percent of Anchorage 3rd grade students were judged to be "Independent Readers," about 30 percent were not. Thus the goal of "all students" being independent readers by the end of grade 3 was not attained.
- The goal of having an increased percentage of students succeeding in Algebra I by the 8th grade was not achieved, though this year may be considered baseline.
- The goal related to spelling was partially met. Baseline data was collected on local tests for future use in pre- and post testing. CAT spelling scores did not increase at all grade levels. The pattern was mixed with scores in 1999-00 similar to 1998-99

Discussion: Many of the goals included in the "Anchorage School District Mission and Goals for 1999-2000" are directly related to student achievement and the data that are reported in the Profile of Performance. The goals are presented and then specific goals are discussed in some detail.

The Anchorage School District's Mission and Goals for 1999-2000:

The mission of the Anchorage School District is to educate students for success in life.
Goals:

- *Increase* ***academic excellence*** *by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.*
- *Establish a* ***supportive learning environment*** *by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.*
- *Ensure* ***public accountability*** *by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.*

We, the Anchorage School Board, Superintendent, and District staff commit that:

- *all students will show academic growth as indicated by performance on:*
  - *a. State Benchmark exams (grades 3, 6, and 8)*
  - *b. norm referenced tests (grades 3-10)**
  - *c. Anchorage Writing Assessment (grades 5, 7, and 9)*
  - *d. High School Graduation Qualifying exam (grade 10)*
- *All students will acquire basic reading skills and strategies to read independently by the end of the 3rd grade.**
- *The percentage of students who have taken and successfully completed Algebra I by the end of the 8th grade will be increased from year to year.*

- *All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performance on a series of district-developed grade level high frequency words and administered on a pre and post test basis annually.**
  a. *Baseline data were generated in the spring of 2000.*
  b. *Schools will be doing pre and post tests in the fall and spring of 2000-2001 and subsequent school years.*
  c. *Increase students achievement in spelling as measured by the national standardized test at each grade level.*

We, the Anchorage School Board, Superintendent and District staff will focus on::

- *Increasing parental and community awareness of the critical role families and the community play in the academic success of students.*
- *Continuing to create positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels.*
- *Continuing to work to reduce the class sizes across all grade levels.*

*The goals that are marked with asterisks are capable of being directly evaluated through analysis of student performance on the CAT/5 and other achievement information. That analysis is presented in the paragraphs which follow.

District accomplishment of the majority of the non-academic achievement goals and major goal activities in all areas were reported in the "1999-2000 Goals Accomplishments" report distributed by the Superintendent in July, 1999. A copy of this is available in the Superintendent's Office, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4312.

Analysis of the 3rd grade CAT reading performance indicates that 69 percent of the 3rd grade students attained scores at or above the 40th percentile on the CAT reading test. Thirty-one percent were below the 40th percentile. The national expectations would have been 60 percent at or above and 40 percent below this point.

Since there has never been a direct relationship established between "independent reader" and a specific level of performance on the CAT, other score points could be used as a cut off score to define independent reading. If the 25th percentile was adopted as the minimum score required to demonstrate independent reading performance rather than the 40th percentile, 78 percent of the 3rd graders meet or exceeded the criterion. At either the 40th or 25th percentile, the majority, in fact a larger majority than in the national population, of Anchorage students have attained independent reader status by the end of 3rd grade.

Even with this high rate of success, many students may require concerted efforts to improve their reading skills. The CAT scores suggest that while 2,415 are meeting the goal of being Independent Readers there are as many as 1,050 students who have not yet reached that point by the end of grade 3. This is consistent with the findings of the Anchorage Independent Reader Assessment that provides concurrent evidence of the level of reading performance for these students.

The Anchorage Independent Reader Assessment goes beyond the content of the CAT test to include both an active assessment of the student by the classroom teacher and exam questions keyed directly to the Anchorage K-3 Benchmarks. The Independent Reader ratings indicate 70 percent of the 3rd grade students were judged to be "Independent Readers" while 30 percent of students were judged not to be meeting that standard. This is consistent with the information drawn from the CAT using the 40th percentile as a "cut score." This is also about a ten percent improvement over last year but it suggests that there are still many students that need extra help. A extended discussion of the Independent Reader Exam is provided later in this document.

The average percentile rank score in reading for students tested at grade 3 is one percentile point higher in 1999-2000 than it was the prior year (62 vs. 61). The number of students recognized as Independent Readers by their teachers increased by 10 percent over the prior year to 69 percent and the number of correct answers improved slightly on two of the three objective tests that are part of the Independent Reader Assessment.

Additional information on 3rd grade reading performance will be available when state benchmark reading scores arrive. Performance on the Alaska State Benchmark Reading exam will become the primary basis for making judgments about students reading performances in the future.

The Board goal for grade 3 students reaching the status of independent reader was met by the majority of students by the end of grade 3, about 70 percent of the students. There was a small gain in 3rd grade CAT reading performance. However, some 30 percent of the students were not rated as independent readers so many students still need to improve their reading skills. Student reading performance on the Alaska State Benchmark Reading Exam will provide information later in the fall on the number of students that have met state standards by demonstrating proficient or advanced performance.

Tables 28 through 33, show average performance for all students measured in Reading, Language Arts, and Mathematics and for those students who continued from 1998-99 to 1999-2000. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. While all students did not make gains and the scores at some grade levels are up while others were down, there were small gains made when scores are looked at across all of the grades in CAT Total Reading, Total Language Arts, and Total Mathematics scores. This was true for year-to-year grade level analysis and continuing student analyses.

In the area of reading where eight grade levels are tested, three declined and five gained. Across the grade levels there was no change (see table 28) in overall grade level to grade level performance. If scores of students who were here in Anchorage to be measured both years are compared, two groups posted gains, one posted declines, and five posted no change. Overall, there was a gain of one point in reading for continuing students.

Table 30 and 31 show Language Arts performance. Gains were posted for five grade levels with two declines, and one no change. Overall there was a one percentile point gain. If continuing student scores are examined, (see table 31) gains were posted by two grades, two grades had no change, and declines were posted for three. The overall comparison was a increase of two percentile points for continuing students.

Examination of average scores posted in mathematics shows five gains, two with no change, and one with a decline when the data in table 32 is examined. There was a one point gain in the overall math average. When groups of students that have continued from one year to the next are examined (see table 33) the scores show three gains, one no change, and three declines. An overall gain of two percentile points was posted for continuing students.

While all students did not make the gains in all areas, and every grade did not demonstrate increase scores, students did make small overall gains. On average, Anchorage students generally maintained their performance levels that are well above the national average.

State of Alaska HSGQE and Benchmarks results are not available as of this writing but will be reported when available. Writing Assessment results do not lend themselves to the direct assessment of growth due to the change in students and prompts from year to year. However, there is some indication that overall performance was lower and that mechanics - spelling and grammar - again stands out as an area that needs improvement.

Table 28
Comparison of Percentile Rank of Reading Mean NCE
All Students Tested By Grade for 1998-99 and 1999-2000

Grade	Number 98-99 Students	All Students 98-99	Number 99-00 Students	All Students 99-00
Third	3,801	61	3,754	62
Fourth	3,690	60	3,913	61
Fifth	3,790	61	3,723	59
Sixth	3,524	60	3,816	57
Seventh	3,687	62	3,608	64
Eighth	3,410	65	3,439	63
Ninth	3,185	60	3,275	61
Tenth	2,863	62	2,880	63
Combined*	30,476	61	28,469	61

Table 29
Comparison of Percentile Rank of Reading Mean NCE
Continuing Students for 1998-99 and 1999-2000

Number Continuing Students	Grade 98-99	Grade 99-00	Percentile Rank 98-99	Percentile Rank 99-00
3,308	3	4	64	64
3,196	4	5	61	61
3,300	5	6	62	61
3,023	6	7	61	67
2,997	7	8	65	65
2,736	8	9	68	68
2,480	9	10	64	68
21,040			64	65

Table 30
Comparison of Percentile Rank of Language Arts Mean NCE
All Students Tested By Grade for 1998-99 and 1999-2000

Grade	Number 98-99 Students	All Students 98-99	Number 99-00 Students	All Students 99-00
Third	3,796	53	3,777	54
Fourth	3,686	59	3,903	60
Fifth	3,795	68	3,716	67
Sixth	3,514	66	3,812	65
Seventh	3,685	60	3,611	62
Eighth	3,395	59	3,467	59
Ninth	3,193	59	3,275	60
Tenth	2,866	56	2,878	60
Combined*	30,444	60	28,461	61

* includes 11th grade scores for 98-99

Table 31
Comparison of Percentile Rank of Language Arts Mean NCE
Continuing Students for 1998-99 and 1999-2000

Number Continuing Students	Grade 98-99	Grade 99-00	Percentile Rank 98-99	Percentile Rank 99-00
3,300	3	4	54	62
3,190	4	5	60	70
3,301	5	6	69	68
3,017	6	7	68	68
2,987	7	8	64	61
2,729	8	9	62	62
2,485	9	10	63	62
21,009			62	64

Table 32
Comparison of Percentile Rank of Mathematics Mean NCE
All Students Tested By Grade
Grade for 1998-99 and 1999-2000

Grade	Number 98-99 Students	All Students 98-99	Number 99-00 Students	All Students 99-00
Third	3,793	60	3,766	63
Fourth	3,689	65	3,889	68
Fifth	3,776	64	3,722	64
Sixth	3,514	68	3,812	69
Seventh	3,681	64	3,600	65
Eighth	3,366	64	3,477	62
Ninth	3,190	68	3,273	68
Tenth	2,871	65	2,873	67
Combined*	30,411	65	28,433	66

* includes 11th grade scores for 98-99

Table 33
Comparison of Percentile Rank of Mathematics Mean NCE
Continuing Students for 1998-99 and 1999-2000

Number Continuing Students	Grade 98-99	Grade 99-00	Percentile Rank 98-99	Percentile Rank 99-00
3,284	3	4	62	71
3,198	4	5	67	67
3,288	5	6	65	72
3,010	6	7	70	68
2,985	7	8	67	64
2,719	8	9	67	70
2,478	9	10	72	69
20,962			67	69

Table 33.1
Grade 8 Student Math Performance
Final Semester Grades 1995-96 Through 1999-2000
Percent of Students by Category

Year	Not To Algebra Yet	Algebra Grade "D" or "F"	Algebra Grade "A" or "B" or "C"	Students Beyond Algebra
1999-2000	78.4	4.2	15.9	1.5
1998-1999	77.8	2.6	17.2	2.4
1997-1998	79.4	2.7	16.3	1.7
1996-1997	82.4	1.9	12.9	2.9
1995-1996	83.8	1.6	13.0	1.6

Goal 3, increasing the percentage of students who successfully complete Algebra I by the end of the 8th grade, was not met. As shown in Table 33.1, the percentage declined from 19.6 percent in 1998-99 to 17.4 percent in 1999-2000. The percentage is up from 1995-96 when 14.6 percent of the students met the criteria.

This was the first year increasing this goal was explicitly stated. This set of data may be more baseline data than evaluative. Performances on the Anchorage 6th grade math test to identify students for pre-Algebra in grade 7 were up in 1999-00 compared to 1998-99. This may indicate some movement toward meeting the goal in the future.

Goal 4 for the District related to improvement in the area of spelling. The goal for 1999-2000 was improved spelling across all grade levels of the CAT Spelling test and the introduction of a new series of Anchorage School District developed spelling tests.

Two tables are presented relative to this goal, Table 34 and Table 35. Table 34 provides spelling data for all students tested in each of the years. Table 35 provides the average scores of the students assessed both in 1998-99 and 1999-2000. Table 34 shows that one grade level posted a three NCE gain, one had a two NCE gain, five stayed the same and one grade declined two NCE in student spelling performance. Overall, there was no gain in spelling with students maintaining a level of performance just above the national average at the 51st percentile.

Table 35 shows the spelling scores for students who were tested in both 1998-99 and 1999-2000. The grade to grade changes present a pattern of ups and downs. There was a gain in the overall or combined score. The average in 1998-99 score was at the 52nd percentile and the 1999-2000 score was at the 53rd percentile. Spelling scores on average increased for continuing students by one percentile point.

Spelling performance of the Anchorage School District remains close to the national average. Over all, the school board goal of improved performance in spelling at every grade level was not met though there was a one point overall gain for continuing students.

Table 34
Comparison of Percentile Rank of Spelling Mean NCE
All Students Tested By Grade
1998-99 and 1999-2000

Grade	Number 98-99 Students	All Students 98-99	Number 99-00 Students	All Students 99-00
Third	3,810	51	3,784	51
Fourth	3,699	54	3,919	57
Fifth	3,802	52	3,726	52
Sixth	3,527	50	3,824	50
Seventh	3,695	50	3,616	50
Eighth	3,408	49	3,479	47
Ninth	3,196	52	3,285	52
Tenth	2,874	49	2,893	51
Combined*	30,546	51	28,547	51

* includes 11th grade scores for 98-99

Table 35
Comparison of Percentile Rank of Spelling Mean NCE
Continuing Students for 1998-99 and 1999-2000

Number Continuing Students	Grade 98-99	Grade 99-00	Percentile Rank 98-99	Percentile Rank 99-00
3,319	3	4	52	60
3,223	4	5	55	54
3,318	5	6	53	52
3,029	6	7	52	53
3,000	7	8	52	49
2,747	8	9	51	54
2,497	9	10	55	53
31,133			52	53

The goal related to collection of baseline data on spelling performance using local tests was met. Students in grades 2 through 10 were tested with spelling tests in May 2000. Some 150 words were tested at each grade level.

Sampling procedures were used, so each student only had to take a 10 or 15 item test. Enough classes were selected to have around 200 students tested per word, with a spread across schools to insure that each word was tested in both high and low achieving schools. The grade-level words and baseline data are provided in the appendix. Pre- and post spelling tests will be administered in September and May of the 2000-2001 school year.

In summary, academic goals specified by the Board for the 1999-2000 school year were not all met, though improvement was detected in the indicators related to most.

Overall academic growth in Reading, Writing, and Mathematics as shown by CAT scores did improve.

The majority of the 3rd graders are independent readers according to either IRA or CAT. There was a improvement in performance on the Anchorage Independent Reader Assessment with an increase of 10 percent in teachers ratings and increases in scores of 1 point on Earthquake, 2 points on Eskimo Boy and equal performance to the prior year on the NWEA items on making inferences.

There is a decline in the percentage of grade students that have completed in Algebra I by the end of the 8th grade. Here, it should be noted that the Board goal for improvement was set in December 1999 and the passing rate for 1999-2000 may well serve as a benchmark level if the goal is continued into future years.

Spelling scores did not make the overall improvement called for by the Board. There were grade level variations in performance with some up and some down. Spelling scores generally remained about the same on the CAT from 1998-99 to 1999-00.

Spelling will be tested with the California Achievement Test grades 4 and 7 next year. Information on performance on locally developed pre-post measures based on lists of spelling words will be reported next year.

Year-to-year analysis of student growth will no longer be available due to the discontinuation of the CAT testing at all but the two grades required by the State of Alaska. Future goals will be examined in terms of percentage of students meeting benchmarks during certain years rather than the year-to-year growth of individuals.

Question: How well did Anchorage seniors perform on college entrance examinations in 1999-2000?

Answer: Many Anchorage students who plan to go to college take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 1999-2000, Educational Testing Service reported scores for 1,393 Anchorage seniors on the SAT, 59 percent of the graduating class. American College Testing reported scores for 721 graduates on the ACT, 30 percent of the graduating class.

College entry tests are voluntary and only reflect the performance of (mostly) college-bound students. Looking across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial effect on average scores. The percent of Anchorage students taking both the ACT and SAT increased slightly in 1999-2000.

Anchorage seniors do well on both the ACT and SAT. Performance is above both the national average and the average of students from other Alaska schools on both tests. The Anchorage SAT averages of 524 on Verbal, 530 on Mathematics, and 1,054 on SAT Total are above the national averages of 505, 514 and 1,016, respectively. The ACT averages for Anchorage of 22.3 for English, 24.1 for Mathematics, and 23.4 for Composite are above the national averages of 20.5, 20.7, and 21.0.

National scores have increased slightly over the past five years with slight decreases in both SAT and ACT math scores this past year. Anchorage scores increased over the first four years of the period and were mixed this past year.

On the ACT, scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that better prepared students have scores which are about 8 percent higher than students without this core. SAT scores follow the same pattern. Math scores for students that completed four years of math are 29 points higher than those with only three years of math. In English, scores are higher for students that have taken advanced courses.

The continued performance of Anchorage students above the level of national and state average ACT and SAT scores demonstrates the efficacy of the District's preparation program for college bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from around the state of Alaska and students from across the United States. The results provide strong evidence that our college bound students can and do receive a solid education in the Anchorage School District.

When scores are compared with those of five years ago, an increase is seen for both Anchorage and the United States. When compared with last year, the SAT and ACT scores are slightly higher. The SAT Total is up from 1,053 to 1,054. The ACT Composite is up from 23.2 to 23.4. The proportion of graduates taking the SAT and ACT has increased by about 1 percent.

Discussion: Tables 36 and 37 provide the average ACT and SAT scores for the members of the class of 2000 who elected to take the tests. Almost all of these students plan to go on to college. Most Anchorage students indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 36 presents the Scholastic Achievement Test (SAT) results for 1999-2000. Anchorage students average score of 524 in Verbal was above the national average of 505 and above the average of 516 for the rest of Alaska. The Mathematics score of 530 was above the national average of 511 and the average for the rest of Alaska of 506. The Total Score of 1,054 was above the national average of 1,019 and the average for the rest of Alaska of 1022. The SAT scale has a standard deviation of 100 so small year-to-year differences (see Table 38) are common and have little meaning.

Table 37 presents the American College Testing Program, ACT, results for 1999-2000. Anchorage students' average score of 22.3 in English is above the national average of 20.5 and the average for the rest of Alaska of 19.7. The Anchorage Mathematics average of 24.1 is above the national average of 20.7 and the average for the rest of Alaska of 20.2. The Composite average of 23.4 is above the national average of 21.0 and the average for the rest of Alaska of 20.5. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is 4.5 points.

Student achievement on SAT and ACT above that of the rest of Alaska and the nation has been the pattern for Anchorage over the past 10 years. Tables 38 and 39 show the ACT and SAT scores since 1995-96. The proportion of students taking the college entrance examinations has increased over the years with the percent taking the SAT being relatively stable in the 55 percent to 59 percent range. The proportion of students taking the ACT ranges from about 26 percent to close to 30 percent of graduating seniors.

Table 40 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed what they call the college preparation core (four years of English and three years or more for each of math, social science and natural science) and those who have not. Anchorage students score higher than the comparable national groups for both students with and without the core courses.

Students who have completed the core classes consistently do better than those who have not completed the core. Students that have completed the core do from 8 percent to 15 percent better on ACT subject area tests.

The College Board, Educational Testing Service, and American College Testing are careful in cautioning users of college entry test scores that data is based on a self-selected group of students that does not reflect the ethnic, cultural, and income characteristics of the student population as a whole. Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Table 36

Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1999-2000 Seniors

Geographic Region	Number Tested	Average SAT Scores Verbal	Mathematics	Total
Anchorage	1,393	524	530	1,054
Alaska (Excluding Anchorage)	2,213	516	506	1,022
Alaska (Including Anchorage)	3,606	519	515	1,034
Nation	1,260,278	505	514	1,019
Standard Deviation = 100				

Table 37

Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1999-2000 Seniors

Geographic Region	Number Tested	Average ACT Scores English	Mathematics	Composite
Anchorage	721	22.3	24.1	23.4
Alaska (Excluding Anchorage)	1,861	19.7	20.2	20.5
Alaska (Including Anchorage)	2,582	20.4	21.3	21.3
Nation	1,1065,138	20.5	20.7	21.0
Standard Deviation = 4.5				

Table 38

Anchorage Performances on the Scholastic Achievement Test (SAT)

1995-96 through 1999-2000

	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
Year	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
1999-00	1,393	59	524	530	1,054	505	514	1,019
1998-99	1,365	59	523	530	1,053	505	511	1,016
1997-98	1,286	56	526	533	1,059	505	512	1,017
1996-97	1,317	57	522	527	1,049	505	511	1,016
1995-96	1,250	55	527	529	1,056	505	508	1,013

Table 39

Average (Mean) American College Testing (ACT) Scores by Sub-test Area

Anchorage Seniors

1995-96 through 1999-2000

	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			
Year	Number	Percent	English	Math	Composite	National Composite
1999-00	721	30%	22.3	24.1	23.4	21.0
1998-99	652	29%	22.2	23.4	23.2	21.0
1997-98	601	26%	22.5	23.96	23.6	21.0
1996-97	606	26%	21.8	23.6	23.1	21.0
1995-96	681	30%	22.0	22.7	23.1	20.9

Table 40

Anchorage School District
Average ACT Scores by Level of Academic Preparation
Anchorage - Nation
1999-2000 School Year

Content Area	Group	Anchorage Number Tested	Anchorage Average	Nation Number Tested	Nation Average
English	Core or More*	477	23.5	645,513	21.5
	Less than Core	220	20.0	376,645	18.8
Math	Core or More*	477	25.5	645,513	21.8
	Less than Core	220	21.2	376,645	19.0
Reading	Core or More*	477	24.9	645,513	24.6
	Less than Core	220	21.7	376,645	21.8
Science	Core or More*	477	23.8	645,513	23.5
	Less than Core	220	21.3	376,645	20.9
Composite	Core or More*	477	24.5	645,513	24.0
	Less than Core	220	21.2	376,645	20.8

Notes:

* Core: English -- 4+ yrs; Mathematics -- 3+ yrs; Social Studies -- 3+ yrs; Natural Sciences -- 3+ yrs.

61 percent of Anchorage ACT test takers reported having completed an academic core.

60 percent of the national group of test takers reported having completed an academic core.

Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money have more to spend on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal resources and may affect health care. School programs that serve students in less affluent areas may have more barriers to overcome.

Discussion: Tables 41, 42, 43, and 44 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch prices. Tables only include students in grades 3 through 8 because these are the only grades at which both test scores and free and reduced price lunch information are available.

Average scores for students eligible for free lunch range from the 29th to the 42nd percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 39th to the 58th percentile. Average scores for students not eligible for free and reduced lunch range from the 61st to the 76th percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement is persistent and obvious.

School profiles presented in Part II of the report show that some Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students which makes the process of education more difficult.

Tables 45 and 46 show the percentage of students eligible for free and reduced price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to over 90 percent in the least. Thirty of our elementary schools now have at least one child in three on free and reduced lunch and the proportion is more than one student in two in thirteen schools. Enrollments in the schools with very high percentages of students receiving free and reduced price lunch increased in 1999-2000.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Title I, the problem remains substantial. The differences in academic achievement for students and heavily impacted schools are a notable and a continuing challenge.

Table 41
CAT Total Reading Percentile Rank Scores by Lunch Eligibility Status Spring 2000

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	69	48	37
	Number Tested	2,567	337	850
4	Percentile	69	50	35
	Number Tested	2,764	289	860
5	Percentile	67	46	30
	Number Tested	2,673	277	773
6	Percentile	65	39	29
	Number Tested	2,845	222	749
7	Percentile	69	50	35
	Number Tested	2,783	207	618
8	Percentile	67	42	36
	Number Tested	2,788	179	512

Table 42
CAT Total Language Arts Percentile Rank Scores by Lunch Eligibility Status Spring 2000

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	61	44	31
	Number Tested	2,581	341	855
4	Percentile	66	49	35
	Number Tested	2,754	287	862
5	Percentile	73	58	40
	Number Tested	2,664	278	774
6	Percentile	72	52	37
	Number Tested	2,837	225	750
7	Percentile	67	47	34
	Number Tested	2,790	207	614
8	Percentile	61	40	34
	Number Tested	2,775	181	511

Table 43
CAT Total Mathematics Percentile Rank Scores by Lunch Eligibility Status Spring 2000

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	69	52	40
	Number Tested	2,575	339	852
4	Percentile	75	58	42
	Number Tested	2,741	290	858
5	Percentile	71	49	37
	Number Tested	2,672	276	774
6	Percentile	76	57	42
	Number Tested	2,840	225	747
7	Percentile	69	52	39
	Number Tested	2,780	209	611
8	Percentile	65	46	38
	Number Tested	2,779	184	514

Table 44
CAT Total Battery Percentile Rank Scores by Lunch Eligibility Status Spring 2000

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	67	47	33
	Number Tested	2,539	335	831
4	Percentile	71	51	35
	Number Tested	2,731	287	846
5	Percentile	73	51	34
	Number Tested	2,655	276	760
6	Percentile	72	47	33
	Number Tested	2,821	220	734
7	Percentile	69	49	33
	Number Tested	2,742	205	595
8	Percentile	65	40	33
	Number Tested	2,727	175	495

Table 45
Free and Reduced Price Lunch - Elementary School
End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
William Tyson[1]	462	403	87%
Fairview[1,2]	489	426	87%
Mt. View[1]	427	368	86%
North Star[1,2]	554	387	70%
Williwaw[1]	516	343	66%
Wonder Park[1]	473	307	65%
Muldoon[1]	437	272	62%
Russian Jack[1]	374	227	61%
Ptarmigan[1]	437	247	57%
Willow Crest[1]	554	312	56%
Kennedy	234	131	56%
Ursa Major[1]	158	84	53%
Ursa Minor[1]	221	118	53%
Creekside Park[1]	409	207	51%
Nunaka Valley	362	166	46%
Taku	404	183	45%
Orion	395	173	44%
Chester Valley	331	140	42%
Airport Heights	321	134	42%
Denali[1]	465	187	40%
Northwood	408	159	39%
Government Hill[1]	439	172	39%
Tudor	576	215	37%
Baxter	449	167	37%
Lake Otis	510	177	35%
Turnagain	387	118	35%
College Gate	468	154	33%
Chinook	589	191	32%
Aurora	437	138	32%
Susitna	560	172	31%
Turnagain	387	118	30%
Klatt	492	143	29%
Lake Hood	490	138	28%
Polaris K-12	226	61	27%
Aquarian	160	42	26%
Family Partnership K-12	480	123	26%
Abbott Loop	592	153	26%
Eagle River	424	108	25%
Inlet View	249	61	24%
Gladys Wood	501	113	23%
Campbell	469	108	23%
Fire Lake	349	80	23%
Mt Spurr	282	60	21%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start

Table 45
Free and Reduced Price Lunch - Elementary School
End-of-Year 1999 (continued)

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Spring Hill	517	118	23%
Rogers Park	558	121	22%
Village	32	7	22%
Scenic Park	539	111	21%
Kasuun	647	133	21%
Birchwood	362	53	15%
Chugiak Elem.	519	77	15%
Girdwood	120	18	15%
Sand Lake	585	65	11%
Rabbit Creek	428	45	11%
Kincaid	537	65	12%
Bowman	652	68	10%
Ocean View	412	41	10%
Homestead	446	44	10%
Bayshore	560	41	7%
Huffman	497	24	5%
Northern Lights	473	24	5%
Chugach	249	9	4%
Alpenglow	595	24	4%
O'Malley	467	12	3%
Ravenwood	371	8	2%
Bear Valley	503	10	2%
TOTAL	**27,629**	**8,786**	**32%**

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 46
Free and Reduced Price Lunch - Middle Level
End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
	784	470	60%
Clark[1]			
Search	98	51	52%
Walden Pond 7-12	121	43	36%
Romig	761	256	34%
Central	729	234	32%
Wendler	945	228	24%
Hanshew	970	161	17%
Mirror Lake	564	91	16%
Mears	966	131	14%
Gruening	598	46	8%
Goldenview	826	48	6%
TOTAL	**7,362**	**1,759**	**24%**

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who stay in one school tend to do better than students who move from school to school. This assertion is generally born out through the examination of Tables 47, 48, 49, and 50. The tables compare CAT performance of students who are in their first or second year in Anchorage schools with continuing students who have more years in Anchorage schools. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. Those who have been in Anchorage schools five or more years also do better than those who have been here for only three of four years.

Students who come to Anchorage are generally at or above the national average by the time they are tested in the spring of their first or second year. Average scores for all Anchorage students in Reading range from the 57th percentile to the 64th. New students scores range from the 51st to the 60th percentile.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who move less and have continued exposure to the Anchorage curriculum do better. Students who are in their third or fourth year generally do better than students in their first or second year, and students who have been here five or more years do best of all.

Discussion: Tables 47, 48, 49, and 50 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools. The tables do not examine the relationship between mobility within Anchorage and achievement. Bilingual students who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups may have an impact on the Reading and Language Arts scores.

All of the 3rd grade students who started with the District other than those who have been held back or were enrolled in Special Education Pre-School programs are in their third or fourth year. The 3rd grade students who are in their fifth year are generally students who have been held back or they are Special Education students who have an Individual Education Plan which includes standardized testing. These students are assessed with instruments appropriate to their level of development and their progress is tracked as part of the IEP process. With an emphasis on the inclusion of Special Education students in regular school activities, the number of Special Education students tested on norm referenced tests has been increasing across the District.

There has been some increase in the scores of new-to-District students and continuing students over the past five years. This is now reflected in the higher scores of some incoming students relative to District students in elementary grades. These changes reflect the academic gains reported across the nation in recent years.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that while we here in Anchorage may do it differently than it is done "outside," we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us.

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Table 47

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Reading Spring 2000

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	60	64	39	62
	Number Tested	573	2,873	308	3,754
4	Percentile	59	62	62	61
	Number Tested	614	639	2,660	3,913
5	Percentile	60	56	60	59
	Number Tested	483	467	2,773	3,723
6	Percentile	51	55	59	57
	Number Tested	458	423	2,935	3,816
7	Percentile	57	64	65	64
	Number Tested	422	358	2,828	3,608
8	Percentile	60	60	64	63
	Number Tested	403	351	2,725	3,479
9	Percentile	54	56	62	61
	Number Tested	358	290	2,627	3,275
10	Percentile	54	54	65	63
	Number Tested	303	260	2,317	2,880

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 48

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Language Arts Spring 2000

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	53	56	32	54
	Number Tested	588	2,881	308	3,777
4	Percentile	58	61	60	60
	Number Tested	614	639	2,650	3,903
5	Percentile	67	65	67	67
	Number Tested	484	466	2,766	3,716
6	Percentile	60	63	66	65
	Number Tested	455	420	2,937	3,812
7	Percentile	55	63	62	62
	Number Tested	424	357	2,830	3,611
8	Percentile	55	53	60	59
	Number Tested	405	351	2,711	3,467
9	Percentile	56	58	60	60
	Number Tested	357	292	2,626	3,275
10	Percentile	52	52	61	60
	Number Tested	303	263	2,312	2,878

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 49

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Mathematics
Spring 2000

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	61	65	42	63
	Number Tested	586	2,874	306	3,766
4	Percentile	66	68	69	68
	Number Tested	613	637	2,639	3,889
5	Percentile	63	62	64	64
	Number Tested	482	467	2,773	3,722
6	Percentile	65	66	71	69
	Number Tested	457	419	2,936	3,812
7	Percentile	60	65	66	65
	Number Tested	421	356	2,823	3,600
8	Percentile	59	58	64	62
	Number Tested	403	348	2,726	3,477
9	Percentile	64	64	69	68
	Number Tested	355	293	2,625	3,273
10	Percentile	63	61	68	67
	Number Tested	300	262	2,311	2,873

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 50

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Battery Spring 2000

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	60	63	36	61
	Number Tested	570	2,835	300	3,705
4	Percentile	61	65	64	64
	Number Tested	608	633	2,623	3,864
5	Percentile	65	64	66	65
	Number Tested	479	463	2,749	3,691
6	Percentile	60	62	67	65
	Number Tested	453	416	2,906	3,775
7	Percentile	59	65	66	65
	Number Tested	412	352	2,778	3,542
8	Percentile	60	59	65	64
	Number Tested	396	343	2,658	3,397
9	Percentile	61	62	67	66
	Number Tested	350	289	2,586	3,225
10	Percentile	58	58	68	66
	Number Tested	298	254	2,251	2,803

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. It goes beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may differ, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

Information on performance and mobility for 1999-2000 is similar to that provided in past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics at all grade levels than do students who have remained in one District school during the year.

Discussion: Tables 51, 52, 53, and 54 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. Transient students are those students who changed schools at least once between September 39, 1999 and the end of the school year.

Reading scores range from the 39th to the 52nd percentile for students who move. Scores for students who stay in the same program for the year range from the 58th to the 64th percentile. In every case, "stable" students have higher scores and the gap is ten or more percentile points for each grade level.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

The mobility of Anchorage students is one element that makes educating students more difficult. While there are many factors beyond making a change of teachers and schools that may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there is high mobility face a more difficult job than schools where students are stable.

The more that can be done to assure that students can make a smooth and pain free transition the better. Continuity of Standards, books, instruction, and teacher expectation all support less disruption and greater achievement.

Table 51

Relationship of Total Reading Performance to Transience During School Year

Spring 2000

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	63	46	62
	Number Tested	3,581	173	3,754
4	Percentile	62	46	61
	Number Tested	3,723	190	3,913
5	Percentile	59	42	58
	Number Tested	3,602	142	3,744
6	Percentile	58	42	57
	Number Tested	3,665	151	3,816
7	Percentile	64	52	64
	Number Tested	3,446	162	3,608
8	Percentile	64	43	63
	Number Tested	3,325	154	3,479
9	Percentile	61	40	61
	Number Tested	3,149	126	3,275
10	Percentile	64	39	63
	Number Tested	2,766	114	2,880

Table 52

Relationship of Total Language Arts Performance to Transience During School Year Spring 2000

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	55	38	54
	Number Tested	2,590	175	3,765
4	Percentile	60	42	59
	Number Tested	3,712	191	3,903
5	Percentile	67	50	67
	Number Tested	3,594	144	3,738
6	Percentile	66	45	65
	Number Tested	3,661	151	3,812
7	Percentile	62	46	62
	Number Tested	3,451	160	3,611
8	Percentile	60	38	59
	Number Tested	3,316	151	3,467
9	Percentile	61	37	60
	Number Tested	3,149	126	3,275
10	Percentile	61	33	60
	Number Tested	2,764	114	2,878

Table 53

Relationship of Total Mathematics Performance to Transience During School Year
Spring 2000

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	63	49	63
	Number Tested	3,581	173	3,754
4	Percentile	69	51	68
	Number Tested	3,702	187	3,889
5	Percentile	64	47	64
	Number Tested	3,598	145	3,743
6	Percentile	70	49	69
	Number Tested	3,660	152	3,812
7	Percentile	66	49	65
	Number Tested	3,443	157	3,600
8	Percentile	63	44	62
	Number Tested	3,322	155	3,477
9	Percentile	69	42	68
	Number Tested	3,149	124	3,273
10	Percentile	67	45	67
	Number Tested	2,764	109	2,873

Table 54

Relationship of Total Battery Performance to Transience During School Year
Spring 2000

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	61	44	61
	Number Tested	3,535	170	3,705
4	Percentile	65	46	64
	Number Tested	3,679	185	3,864
5	Percentile	66	47	65
	Number Tested	3,571	151	3,712
6	Percentile	66	44	65
	Number Tested	3,625	150	3,775
7	Percentile	66	50	65
	Number Tested	3,391	151	3,542
8	Percentile	64	42	64
	Number Tested	3,253	144	3,397
9	Percentile	67	42	66
	Number Tested	3,109	116	3,225
10	Percentile	67	40	66
	Number Tested	2,698	105	2,803

Question: How do grades and credits relate to secondary school performance in 1999-2000?

Answer: Students in Anchorage are generally graded on a four point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades are the means by which teachers "pay" students for their work. Grades may be given to encourage as well as reward and may reflect effort and attitude as well as the quality of the work produced.

Students who are in Advanced Placement courses are given more credit for the work they do than students in other classes. For an AP student, a grade of "A" is given a 5.0 rather than 4.0; a grade of "C" is given a 3.0 rather than 2.0. Additional credit is given based on the expectation that grades are harder to earn in AP courses because of the more rigorous curriculum. AP courses are included in the grade point averages reported throughout this document.

Anchorage high school grades are consistent with the above average basic skills performance measured on the CAT. The average grades for 11,089 students who had one or more marks assigned during 1999-2000 was 2.61 or "B-." About 59 percent of the grades given were marks of "A" or "B". This continues a trend of higher grades for high school students over the past few years.

Anchorage high school students attempted an average of 5.81 credits and earned an average of 5.21 credits. The average number of credits earned was 5.33 for grade 9 students, 5.21 for grade 10 students, 5.24 for grade 11 students, and 5.02 for grade 12 students. An Anchorage student requires 22.5 credits for graduation. That works out to an average of 5.63 credits

Examination of Tables 57 and 58 shows that there was an increase in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with more than 12 percent of the grades reflecting "D" or "F" performance: Language Arts, 12 percent; Mathematics 16 percent; Science 15 percent; and Social Studies, 13 percent. Eight percent of the grades earned are "Fs."

The lower grades earned in math are consistent with the reports of our graduated in the 1999-2000 Graduate Survey. Graduates indicated that math and science were their most difficult areas. Many students indicated that they felt the need for more support and tutoring in math. Casual examination of initial student reports on the Alaska High School Graduation Qualifying Exam suggest that this is the area students are most likely to fail. Additional analysis of HSGQE results will be available later this year.

The Graduation Support Service Program was initiated during the 1997-98 school year to help students make up credits to allow them to keep up with their classmates and graduate. More than 2,000 students made use of the service to make up required course work and earn needed credits. It is clear that G.S.S. is starting to affect credits and grades.

The negative relation between absences and grades remains strong with an overall correlation above negative .5. While many factors affect both grades and attendance, they are strongly linked at high school. Those students who miss school regularly tend to earn lower grades.

Discussion: Tables 55, 56, 57, and 58 present the grades, credits attempted, credits earned, grade point average, average absences and the correlation between grade point average and attendance for the more than 17,000 secondary students who were issued report cards in 1999-2000. The data is drawn from the District Student Management System which contains transcript information for all secondary students. Averages and standard deviations of average scores are presented to provide a sense of the range of scores. Two-thirds of the scores fall within one standard deviation above or below the average.

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The majority of students earn enough credits to graduate in four years. Students who fail courses have opportunities to retake the classes and to gain the credits necessary to graduate and more students are taking advantage of the Graduation Support System. The opportunity to complete the credits needed has increased along with the need to complete more credits. Students can now make-up credits through summer school, extended day courses in their home schools after regular school hours, and non-district alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 57 shows a strong secondary program with most students making adequate progress toward graduation. The average credits earned has reached 5.21 credits. Table 58 supports these averages by showing the number and percentage of various letter grades earned during the year. The number of credits earned and the average grades have both increased over last year showing that progress is being made.

It is not clear how much of an effect summer school and the G.S.S. program have had. But, it is clear that more students are earning credits and higher grades.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. It is also higher for grades 9 through 11 than it is for grade 12. It appears that there was an increase in the number of absences of seniors last year with the average reaching 6.41 per course per semester. Keeping students present and interested continues to be one of the features of a successful program.

Table 55

Middle School Student
Class and GPA Analysis
by Grade
Spring 2000

Data Type	7	8	7-8
Number of Students	3,536	3,392	6,928
Average Courses Attempted	6.96	6.96	6.96
Average Courses Earned	6.38	6.41	6.39
Mean Grade Point Average	2.74	2.72	2.73
Average Absences per Course	5.06	5.43	5.24
Absence - GPA Correlation	-0.4221	-0.3767	-0.3998

Table 56

Distribution of Attempted Classes and Earned Marks by Area
Combined Grades 7 - 8
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,044.50	30%	27%	21%	12%	10%
Mathematics	6,887.25	22%	28%	24%	14%	12%
Science	6,826.50	24%	29%	22%	13%	11%
Social Studies	6,740.00	30%	27%	21%	11%	10%
All Courses	48,218.25	36%	27%	19%	10%	8%

*Includes "F," "WF," and "I."

Table 57

High School Student
Credit and GPA Analysis
by Grade
Spring 2000

Date Type	9	10	11	12	9-12
Number of Students	3,258	2,963	2,582	2,345	11,148
Average Credits Attempted	5.98	5.98	5.84	5.36	5.81
Average Credits Earned	5.33	5.21	5.24	5.02	5.21
Mean Grade Point Average	2.55	2.46	2.55	2.84	2.59
Average Absences per Course	4.82	5.29	5.61	6.41	5.46
Absence - GPA Correlation	-0.5620	-0.5857	-0.5177	-0.4706	-0.5153

Table 58

Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,560.50	27%	29%	21%	12%	8%
Mathematics	9,458.75	19%	24%	25%	16%	12%
Science	9,610.25	21%	27%	25%	15%	9%
Social Studies	11,675.75	27%	26%	23%	13%	8%
All Courses	64,816.50	33%	26%	20%	11%	8%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 1999-2000?

Answer: Ninety-three percent of the students were in school on the average school day of 1999-2000. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 59 shows that overall attendance in Anchorage was good with an overall average of 93.6 percent during the 1999-2000 school year. Attendance in Anchorage schools has ranged between 93.8 and 92.4 percent over the past five years. Overall level of attendance is not a major problem area. Unfortunately, even this good attendance rate, means there are between 2,500 and 3,000 students missing from school on the average school day.

Table 59

Anchorage School District
Five Year History of District Wide Attendance
1995-96 through 1999-2000

School Year	Average Daily Attendance	Average Daily Membership	Percent Attendance
1999-2000	45,731.0	48,863.1	93.6%
1998-99	45,913.6	49,019.5	93.6%
1997-98	45,053.6	48,220.3	92.4%
1996-97	47,500.7	44,537.9	93.8%
1995-96	47,046.9	44,133.5	93.8%

Question: How many students dropped out of the Anchorage School District last year?

Answer: The number of students identified as dropouts during the 1999-2000 school year is the lowest that it has been in five years (1,377 students, 2.5 percent).

Unfortunately, it is difficult to accurately assess the true number of dropouts because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year. If a student leaves and we have no evidence of enrollment in another school, we consider the student to be a dropout.

Analysis of the enrollment pattern of the group of students who entered 9th grade in 1996-97 and should have graduated with the class of 2000 indicates that about 12.5 percent of the students may have dropped out of school over their expected four year high school career. This is a 2 percent improvement over last year. Another 11.5 percent left over the summer. In all, 67 percent of the students who started as freshmen in 1996-97 completed 12th grade in Anchorage.

Analysis of District records show that from 3.2 percent to 2.5 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 1999-2000 was 2.5 percent, which shows a slight drop from last year. The most recent national information placed the annual event dropout rate for students in grades 10-12 at about 5.7 percent (Condition of Education 1997, Indicator 7, p. 215). The comparison is not an exact one but it is clear that the Anchorage dropout rate is lower than the national rate and moving lower.

Dropout patterns varied by racial-ethnic group. American Native students continue to be more likely to drop out than students from other backgrounds. The next most likely group to drop out was Hispanic students. White students, however, have the highest absolute number of dropouts, 653 students during 1999-2000.

Examination of the four year transfer pattern suggests that the true drop out rate over the four years of high school is somewhere between the 12.5 percent of students declared to be dropouts and the 24 percent that would result from a combination of known dropouts and summer leavers.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 60 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1995-96 and 1999-2000. The table shows that the number of students leaving is a small percentage of the Anchorage student body ranging from a low of 2.85 percent (1,516 students) in 1999-2000 to a high of 3.17 percent in 1995-96. About 4,462 students have left school as official dropouts over the past three years.

Table 60 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian and Hispanic groups show a pattern of increased numbers of dropouts over the past five years though the rates for both of these groups have improved over the past year.

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they are moving. Table 61 presents information on those students who entered high school as freshmen in September 1996 and who, with normal matriculation, would have graduated with the class of 1999-2000.

There were 3,451 students who entered the freshmen class in September 1996. Of those 2,313 or 67 percent of the group, completed their senior year in Anchorage in 1999-2000. There were 431 or 12.5 percent, who were shown on the school records as dropouts. Another 288, or 8.3 percent, indicated that they were transferring out of the Anchorage School District. Five students died and seven students were suspended from school and did not return. Three hundred and ninety eight students left during the summer and did not indicate their intentions. Some of these students may well have been dropouts.

Tables 62 and 63 also examine the holding pattern of the District through high school. Table 62 reviews the class entering 9th grade in 1996-97 as to its mobility pattern for each year of high school. Table 63 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering 9th grade classes the years 1992 to 1996.

The data in Table 62, review the progress of the entering high school class from 1996 - 1997. The students demonstrate an increasing tendency to drop out with increased grade level coupled with a decreasing likelihood to transfer from the District with increased grade level. The number of summer leavers also declines over the years.

The five-year history provided in Table 63 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down in the range of 12 to 15 percent. Similarly, summer leaving was in the range of 11 to 13 percent. From 8 to 9 percent of each entering high school class transferred out of the District.

The dropout rates in Anchorage have not changed dramatically, though they have been declining, over the years. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school represents a total breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools. It is important to continue monitoring our level of dropouts and summer leavers as more rigorous District and State standards take effect.

Table 60

Anchorage School District
School Year Dropouts
1995-96 to 1999-2000

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Other	Total
1999-2000							
Enrollment	6,736	4,789	4,646	2,887	33,716	312	53,086
Final Dropouts	356	125	152	78	653	13	1,377
Percent Dropouts	5.29%	2.61%	3.27%	2.70%	1.94%	4.17%	2.59%
1998-99							
Enrollment	6,553	4,666	4,703	2,788	34,545	N/A	53,267
Final Dropouts	362	130	164	86	774	N/A	1,516
Percent Dropouts	5.52%	2.79%	3.49%	3.08%	2.24%	N/A	2.85%
1997-98							
Enrollment	6,421	4,159	4,634	2,654	34,752	N/A	52,620
Final Dropouts	362	106	157	96	848	N/A	1,569
Percent Dropouts	5.64%	2.55%	3.39%	3.62%	2.44%	N/A	2.98%
1996-97							
Enrollment	6,143	3,844	4,599	2,511	34,638	N/A	51,735
Final Dropouts	374	114	165	95	846	N/A	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	N/A	3.08%
1995-96							
Enrollment	5,877	3,622	4,456	2,340	35,200	N/A	51,495
Final Dropouts	475	106	157	94	899	N/A	1,631
Percent Dropouts	6.38%	2.93%	3.52%	4.02%	2.55%	N/A	3.17%

Table 61

Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1996-97 School Year
Ethnic Group Patterns

	American Natives American	Pacific Islanders Pacific	Black	Hispanics	Whites	Other	Total
Beginning of 9th Grade Membership*	332	267	302	166	2,378	6	3,451
Completed/ Early Graduate or still enrolled 6/2000	171 51.5%	192 71.9%	178 58.9%	102 61.4%	1,668 70.1%	2 33.3%	2,313 67.0%
Transfer Out of ASD	36 10.8%	17 6.4%	35 11.6%	17 10.2%	183 7.7%	0 0.0%	288 8.3%
Death of Student	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 0.2%	0 0.0%	5 0.1%
Suspensions	3 0.9%	0 0.0%	2 0.7%	0 0.0%	10 0.4%	1 16.7%	16 0.5%
Drop Out	85 25.6%	30 11.2%	42 13.9%	32 19.3%	239 10.1%	3 50.0%	431 12.5%
Summer Leavers from 9th Grade Cohort	37 11.1%	28 10.5%	45 14.9%	15 9.0%	273 11.5%	0 0.0%	398 11.5%

* Students enrolled on 9/30/96 were considered in school at the "Beginning of the Year."

Table 62

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1996-97 School Year
Grade Level Patterns

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Grade Level Membership*	3,451	3,171	2,840	2,541	3,451
Completed/ Early Graduate or still enrolled 6/2000	0 0.0%	0 0.0%	3 0.1%	2,310 90.9%	2,313 67.0%
Transfer Out of ASD	98 2.8%	77 2.4%	58 2.0%	55 2.2%	288 8.3%
Death of Student	1 <0.1%	0 0.0%	3 0.1%	1 0.0%	5 0.1%
Suspension	1 <0.1%	0 0.0%	0 0.0%	15 0.6%	16 0.5%
Drop Out	44 1.3%	106 3.3%	121 4.3%	160 6.3%	431 12.5%
Summer Leaver	136 3.9%	148 4.7%	114 4.0%	0 0.0%	398 11.5%
Continued Enrollment	3,171 91.9%	2,840 89.6%	2,541 89.5%	0 0.0%	0 0.0%

*Students enrolled on 9/30/96 were considered in school at the "Beginning of Grade 9."
Students in other grades reflect continuations fro the previous year.

Table 63

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1992-1993
through the 1996-97 School Year
Five-Year History

Class of:	92/93	93/94	94/95	95/96	96/97
Beginning of 9th Grade Cohort Membership*	3,156	3,216	3,251	3,396	3,451
Completed or Early Graduate, or Still Enrolled In June of Grade 12	1,949 61.8%	2,039 63.4%	2,064 63.5%	2,314 68.1%	2,313 67.0%
Transfer Out of ASD	294 9.3%	300 9.3%	290 8.9%	286 8.4%	288 8.3%
Death of Student	3 0.1%	3 0.1%	1 <0.1%	5 0.1%	5 0.1%
Suspensions	4 0.1%	6 0.2%	6 0.2%	7 0.2%	16 0.5%
Drop Out	499 15.8%	450 14.0%	493 15.2%	423 12.5%	431 12.5%
Summer Leaver	407 12.9%	418 13.0%	397 12.2%	361 10.6%	398 11.5%

*Students enrolled on 9/30 were considered in school at the "Beginning Grade 9."

Question: Do the performance patterns of the various ethnic-racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since two thirds of Anchorage students are White, this group dominates the statistical average of overall District performance. There are substantial differences among the various ethnic groups with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 64 to 72), Asian/Pacific Islander (Tables 73 to 81), Black (Tables 82 to 90), Hispanic (Tables 91 to 99), White (Tables 100 to 108), and Other (Tables 109 to 117) ethnic racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 3 through 10.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of secondary credits and grade point averages, a breakdown of secondary grades by subject area, and annual counts of school year dropouts from 1995-1996 through 1999-2000.

The tables show that there is a substantial disparity among the groups on both academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Average credit attainment for minority secondary students is generally below the annual average of 5.63 needed to reach the 22.5 credits required for high school graduation.

A higher number of minority students earn grades of "D" and "F." For example, more than one in five of the grades earned by Black students in high school Math is an "F". Dropout rates are notably higher than the District average for Hispanic, American Native, and Black students.

There continues to be a substantial disparity among ethnic groups. Achievement differences are consistent across grades, credits, and test scores. A high proportion of minority students, better than 40 percent, qualify for free or reduced price lunch based on family income.

Ethnicity is not the cause of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern and causes of differences deserve further exploration. We must continue to explore what can be done to improve school programs so that every student will attain the academic excellence called for by District Goals.

Table 64

Anchorage School District
American Native
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	486	39
4	506	39
5	462	36
6	434	36
7	423	42
8	353	44
9	311	43
10	260	45

Table 65

Anchorage School District
American Native
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	488	32
4	503	36
5	459	45
6	435	44
7	423	39
8	354	39
9	312	42
10	267	40

Table 66

Anchorage School District
American Native
Total Mathematics CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	481	45
4	503	46
5	459	43
6	437	51
7	430	50
8	356	49
9	310	54
10	268	53

Table 67

Anchorage School District
American Native
Total Battery CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	467	37
4	498	39
5	454	42
6	426	42
7	414	43
8	341	44
9	300	48
10	252	18

Table 68

Anchorage School District
American Native
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	486	39	477	39	433	38	384	40	383	41
3	Language Arts	488	32	469	31	430	29	380	31	383	30
3	Mathematics	481	45	476	41	436	42	382	46	384	46
3	Total Battery	467	37	464	36	424	33	375	36	378	38
4	Reading	506	39	453	39	394	39	381	41	385	43
4	Language Arts	503	36	454	38	392	42	384	42	392	33
4	Mathematics	503	46	450	47	396	50	382	49	396	44
4	Total Battery	498	39	442	40	388	41	375	41	373	39
5	Reading	462	36	404	37	380	37	389	37	384	43
5	Language Arts	459	45	408	46	379	48	393	45	384	49
5	Mathematics	459	43	404	46	376	44	393	46	384	45
5	Total Battery	454	42	402	43	371	41	387	41	375	46
6	Reading	434	36	402	37	392	38	391	44	346	38
6	Language Arts	435	44	401	45	392	43	391	47	347	40
6	Mathematics	437	51	396	51	395	50	392	54	342	50
6	Total Battery	426	42	393	43	389	41	389	47	341	40
7	Reading	423	42	391	40	398	45	341	37	312	46
7	Language Arts	423	39	391	36	394	39	349	35	313	38
7	Mathematics	430	50	392	48	396	50	353	47	312	49
7	Total Battery	414	43	377	41	380	41	336	36	304	44
8	Reading	353	44	371	47	316	42	284	42	282	44
8	Language Arts	354	39	370	40	314	37	285	42	282	39
8	Mathematics	356	49	360	49	318	46	280	45	280	49
8	Total Battery	341	44	350	46	307	39	272	40	272	44
9	Reading	311	43	293	40	268	44	254	38	244	42
9	Language Arts	312	42	292	40	258	41	254	39	263	40
9	Mathematics	310	54	295	54	266	54	253	49	265	52
9	Total Battery	300	48	287	46	257	46	250	42	243	45
10	Reading	260	45	269	44	205	43	226	50	168	45
10	Language Arts	267	40	264	39	201	37	228	42	190	39
10	Mathematics	268	53	269	50	206	50	228	56	191	49
10	Total Battery	252	48	263	45	199	42	225	50	163	45

Table 69
Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	4,157	1,898	46%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 70
American Native
Secondary Students
Credit and GPA Analysis
by Grade – Spring 2000

Grade	7	8			7-8
Number of Students	419	322			741
Average Credits Attempted	6.96	6.93			6.95
Average Credits Earned	5.79	5.87			5.83
Mean Grade Point Average	2.21	2.23			2.22
Average Absences per Course	6.89	7.01			6.94
Absence - GPA Correlation	-0.4894	-0.4552			-0.4749

Grade	9	10	11	12	9-12
Number of Students	296	253	208	160	917
Average Credits Attempted	5.93	5.92	5.71	5.18	5.75
Average Credits Earned	4.66	4.39	4.61	4.52	4.55
Mean Grade Point Average	2.01	1.86	2.13	2.43	2.07
Average Absences per Course	6.40	7.41	7.39	7.39	7.07
Absence - GPA Correlation	-0.5470	-0.6582	-0.6091	-0.5415	-0.5762

Table 71
American Native
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	960.75	15%	24%	22%	15%	16%
Mathematics	771.00	11%	21%	24%	18%	17%
Science	775.50	12%	18%	25%	19%	18%
Social Studies	947.75	15%	21%	24%	17%	14%
All Courses	5,271.00	21%	22%	22%	15%	13%

*Includes "F," "WF," and "I."

Table 72

Anchorage School District
American Native
School Year Dropouts
1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	6,736	356	5.29%
1998-99	6,553	362	5.52%
1997-98	6,421	362	5.64%
1996-97	6,143	374	6.09%
1995-96	5,877	375	6.38%

Table 73

Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	351	47
4	367	47
5	362	44
6	360	44
7	360	51
8	336	43
9	304	43
10	270	42

Table 74

Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	352	46
4	367	53
5	363	62
6	360	61
7	359	60
8	338	49
9	308	53
10	268	50

Table 75

Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	350	56
4	368	64
5	361	62
6	358	68
7	359	64
8	340	54
9	307	62
10	269	63

Table 76

Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	349	49
4	366	54
5	360	58
6	358	57
7	358	60
8	333	50
9	301	55
10	263	54

Table 77
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	351	47	344	48	306	49	275	53	262	56
3	Language Arts	352	46	346	49	308	49	274	52	262	51
3	Mathematics	350	56	347	55	308	60	272	60	261	64
3	Total Battery	349	49	343	50	303	51	272	55	260	58
4	Reading	367	47	347	51	302	50	268	57	245	50
4	Language Arts	367	53	347	57	301	60	266	63	241	53
4	Mathematics	368	64	347	64	302	67	268	71	242	59
4	Total Battery	366	54	345	57	300	59	266	64	238	54
5	Reading	362	44	333	45	272	51	257	45	247	46
5	Language Arts	363	62	332	61	272	70	285	61	247	61
5	Mathematics	361	62	334	61	271	67	257	58	247	61
5	Total Battery	360	58	332	57	270	65	256	56	247	57
6	Reading	360	44	324	46	384	45	262	46	245	48
6	Language Arts	360	61	324	63	285	60	261	62	247	58
6	Mathematics	358	68	326	67	286	65	262	66	243	64
6	Total Battery	358	57	322	60	282	56	260	58	242	57
7	Reading	360	51	325	45	285	47	256	46	223	48
7	Language Arts	359	60	325	51	285	51	253	52	221	50
7	Mathematics	359	64	324	59	283	59	255	61	22	62
7	Total Battery	358	60	322	52	282	52	251	52	218	54
8	Reading	336	43	308	50	278	47	242	46	226	51
8	Language Arts	338	49	306	52	277	51	242	49	226	51
8	Mathematics	340	54	304	58	278	59	243	59	225	64
8	Total Battery	333	50	302	55	276	52	242	52	225	57
9	Reading	304	43	293	41	255	39	217	46	184	43
9	Language Arts	308	53	296	50	255	49	217	53	217	49
9	Mathematics	307	62	296	64	254	65	218	68	216	67
9	Total Battery	301	55	292	54	251	52	217	58	182	54
10	Reading	270	42	271	41	299	46	217	45	140	45
10	Language Arts	268	50	271	47	230	48	218	49	171	46
10	Mathematics	269	63	271	58	234	65	218	66	173	62
10	Total Battery	263	54	268	51	227	54	217	55	139	50

Table 78
Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	2,671	1,144	43%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 79
Anchorage School District
Asian/Pacific Islander
Secondary Students Credit and GPA Analysis by Grade
Spring 2000

Grade	7	8			7-8
Number of Students	352	341			693
Average Credits Attempted	6.98	6.96			6.97
Average Credits Earned	6.68	6.48			6.58
Mean Grade Point Average	3.06	2.83			2.94
Average Absences per Course	2.93	3.81			3.36
Absence - GPA Correlation	-0.4065	-0.4208			-0.4238

Grade	9	10	11	12	9-12
Number of Students	328	303	255	223	1,109
Average Credits Attempted	5.98	6.00	5.88	5.49	5.86
Average Credits Earned	5.40	4.94	5.17	5.02	5.14
Mean Grade Point Average	2.68	2.34	2.54	2.74	2.57
Average Absences per Course	4.05	5.62	5.43	5.36	5.06
Absence - GPA Correlation	-0.6484	-0.7320	-0.6797	-0.6262	-0.6743

Table 80

Asian/Pacific Islanders
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1,173.00	29%	28%	20%	11%	8%
Mathematics	963.25	21%	24%	23%	15%	11%
Science	979.00	20%	26%	23%	14%	10%
Social Studies	1,182.75	30%	25%	20%	12%	8%
All Courses	6,500.25	34%	25%	18%	11%	8%

*Includes "F," "WF," and "I."

Table 81

Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	4,789	125	2.61%
1998-99	4,666	130	2.79%
1997-98	4,159	106	2.55%
1996-97	3,844	114	2.97%
1995-96	3,622	106	2.93%

Table 82

Anchorage School District
Black
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	339	44
4	335	41
5	334	37
6	349	38
7	317	39
8	292	42
9	245	35
10	235	36

Table 83

Anchorage School District
Black
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	340	39
4	332	39
5	336	50
6	354	46
7	316	40
8	292	38
9	238	40
10	235	39

Table 84

Anchorage School District
Black
Total Mathematics CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	340	44
4	333	46
5	336	42
6	352	46
7	315	40
8	288	41
9	239	44
10	232	42

Table 85

Anchorage School District
Black
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	335	42
4	330	41
5	331	43
6	347	42
7	311	39
8	281	40
9	233	40
10	225	39

Table 86

Anchorage School District
Black
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	339	44	350	39	317	40	339	42	300	41
3	Language Arts	340	39	349	32	315	35	337	36	303	32
3	Mathematics	340	44	348	38	316	39	341	42	303	41
3	Total Battery	335	42	347	35	311	35	330	37	300	37
4	Reading	335	41	338	47	343	43	288	45	280	46
4	Language Arts	332	39	340	43	336	45	292	43	284	38
4	Mathematics	333	46	339	47	344	49	292	48	290	42
4	Total Battery	330	41	334	45	336	44	288	44	275	41
5	Reading	334	37	343	39	295	34	304	36	273	37
5	Language Arts	336	50	343	50	389	45	305	49	274	45
5	Mathematics	336	42	339	43	294	38	303	40	271	37
5	Total Battery	331	43	338	45	289	38	302	41	268	39
6	Reading	349	38	298	39	293	40	274	38	298	40
6	Language Arts	354	46	296	47	292	48	272	43	299	43
6	Mathematics	352	46	299	44	293	46	273	41	300	45
6	Total Battery	347	42	294	42	290	43	270	38	295	41
7	Reading	317	39	315	40	268	39	302	40	262	40
7	Language Arts	316	40	318	39	267	39	302	38	266	33
7	Mathematics	315	40	320	44	365	40	304	43	259	39
7	Total Battery	311	39	312	40	260	36	297	38	254	37
8	Reading	292	42	248	43	280	41	243	37	278	47
8	Language Arts	292	38	247	41	277	36	243	35	276	39
8	Mathematics	288	41	249	40	277	38	239	35	274	43
8	Total Battery	281	40	243	41	272	36	239	34	270	43
9	Reading	345	35	269	35	218	33	259	37	235	37
9	Language Arts	238	40	273	39	219	33	261	35	261	37
9	Mathematics	239	44	272	46	219	42	260	42	263	46
9	Total Battery	233	40	266	41	214	35	255	37	234	39
10	Reading	235	36	201	36	242	37	261	36	214	37
10	Language Arts	235	39	201	33	243	34	264	32	230	27
10	Mathematics	232	42	200	38	248	41	264	37	228	34
10	Total Battery	225	39	195	36	238	35	259	33	210	31

Table 87
Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	2,790	1,353	49%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 88
Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

Grade	7	8			7-8
Number of Students	312	282			594
Average Credits Attempted	6.98	6.97			6.97
Average Credits Earned	6.15	6.37			6.26
Mean Grade Point Average	2.36	2.49			2.42
Average Absences per Course	4.83	5.07			4.95
Absence - GPA Correlation	-0.3950	-0.3822			-0.3861
Grade	**9**	**10**	**11**	**12**	**9-12**
Number of Students	241	237	170	164	812
Average Credits Attempted	5.98	5.96	5.79	5.40	5.82
Average Credits Earned	4.89	4.82	5.01	4.93	4.90
Mean Grade Point Average	2.07	2.03	2.16	2.56	2.17
Average Absences per Course	5.52	5.84	5.44	6.87	5.87
Absence - GPA Correlation	-0.5763	-0.5526	-0.5323	-0.5835	-0.5248

Table 89

Black Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	845.50	15%	26%	28%	16%	12%
Mathematics	695.25	7%	17%	26%	23%	22%
Science	667.25	9%	20%	29%	23%	15%
Social Studies	847.25	15%	24%	28%	17%	12%
All Courses	4,724.25	21%	23%	24%	16%	12%

*Includes "F," "WF," and "I."

Table 90

Anchorage School District
Black
School Year Dropouts
1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	4,646	152	3.27%
1998-99	4,703	86	3.08%
1997-98	4,634	157	3.39%
1996-97	4,599	165	3.59%
1995-96	4,456	157	3.52%

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Table 91

Anchorage School District
Hispanic
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	212	49
4	210	49
5	210	44
6	183	38
7	178	52
8	167	48
9	143	47
10	142	43

Table 92

Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	213	43
4	212	48
5	212	55
6	181	48
7	177	49
8	166	44
9	144	47
10	140	44

Table 93

Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	214	55
4	213	57
5	212	53
6	182	50
7	177	54
8	164	46
9	144	56
10	139	47

Table 94

Anchorage School District
Hispanic
Total Battery CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	208	49
4	208	51
5	210	52
6	179	44
7	174	52
8	162	46
9	143	51
10	134	47

Table 95

Anchorage School District
Hispanic
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	212	49	193	49	190	45	176	47		
3	Language Arts	213	43	192	45	189	39	174	40		
3	Mathematics	214	55	194	53	189	48	173	52		
3	Total Battery	208	49	189	49	185	41	171	44		
4	Reading	210	49	198	48	178	49	142	41	135	45
4	Language Arts	212	48	197	48	177	47	142	52	132	36
4	Mathematics	213	57	197	50	178	51	142	48	133	39
4	Total Battery	208	51	196	47	177	48	140	47	132	39
5	Reading	210	44	175	40	146	46	146	50	150	45
5	Language Arts	212	55	172	53	145	57	146	52	150	51
5	Mathematics	212	53	173	48	144	49	147	54	151	47
5	Total Battery	210	52	171	47	144	51	146	51	149	48
6	Reading	183	38	153	47	143	44	148	47	138	43
6	Language Arts	181	48	152	54	144	52	148	44	138	49
6	Mathematics	182	50	153	52	142	53	148	49	139	50
6	Total Battery	179	44	152	50	141	48	148	45	137	46
7	Reading	178	52	168	46	152	53	151	46	122	43
7	Language Arts	177	49	167	46	150	45	149	44	123	41
7	Mathematics	177	54	168	47	150	48	150	47	124	46
7	Total Battery	174	52	165	46	148	47	146	45	121	42
8	Reading	167	48	143	54	159	46	118	44	130	43
8	Language Arts	166	44	142	46	158	42	117	46	130	39
8	Mathematics	164	46	141	50	162	47	117	51	130	42
8	Total Battery	162	46	139	50	157	44	115	48	127	41
9	Reading	143	47	162	41	106	42	130	40	92	37
9	Language Arts	144	47	162	46	105	43	131	34	111	36
9	Mathematics	144	56	163	49	106	51	131	42	111	46
9	Total Battery	143	51	162	47	105	46	130	38	91	39
10	Reading	142	43	98	52	131	49	109	32	72	40
10	Language Arts	140	44	100	49	130	45	109	31	81	35
10	Mathematics	139	47	102	54	132	50	109	38	82	44
10	Total Battery	134	47	97	54	129	48	109	31	70	39

Table 96
Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	1,790	856	48%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 97
Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

Grade	7	8			7-8
Number of Students	173	166			339
Average Credits Attempted	6.93	6.94			6.94
Average Credits Earned	6.23	6.22			6.22
Mean Grade Point Average	2.47	2.43			2.45
Average Absences per Course	4.94	4.95			4.95
Absence - GPA Correlation	-0.3248	-0.4381			-0.3816
Grade	**9**	**10**	**11**	**12**	**9-12**
Number of Students	143	159	97	111	510
Average Credits Attempted	5.97	5.98	5.83	5.36	5.81
Average Credits Earned	5.24	4.94	4.89	4.82	4.99
Mean Grade Point Average	2.30	2.19	2.27	2.58	2.32
Average Absences per Course	5.46	5.64	6.10	7.54	6.09
Absence - GPA Correlation	-0.5817	-0.6769	-0.5651	-0.5094	-0.5591

Table 98

Hispanic Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	547.00	20%	26%	22%	16%	12%
Mathematics	426.50	12%	17%	26%	21%	19%
Science	424.50	13%	22%	29%	20%	13%
Social Studies	528.50	20%	24%	23%	18%	10%
All Courses	2,964.50	25%	24%	22%	15%	10%

*Includes "F," "WF," and "I."

Table 99

Anchorage School District Hispanic School Year Dropouts 1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	2,887	78	2.70%
1998-99	2,788	86	3.08%
1997-98	2,654	96	3.62%
1996-97	2,511	95	3.78%
1995-96	2,340	94	4.02%

Table 100

Anchorage School District
White
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	2360	72
4	2483	71
5	2343	69
6	2482	67
7	2320	73
8	2327	72
9	2257	68
10	1961	72

Table 101

Anchorage School District
White
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	2378	63
4	2477	68
5	2334	75
6	2474	73
7	2326	69
8	2313	66
9	2258	66
10	1956	67

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Table 102

Anchorage School District
White
Total Mathematics CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	2375	70
4	2460	76
5	2342	72
6	2475	77
7	2310	72
8	2323	69
9	2258	73
10	1953	73

Table 103

Anchorage School District
White
Total Battery CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	2340	70
4	2450	74
5	2324	75
6	2457	74
7	2276	74
8	2276	72
9	2233	73
10	1917	74

Table 104

Anchorage School District
White
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	2,360	72	2,437	70	2,364	68	2,577	70	2,409	70
3	Language Arts	2,378	63	2,440	62	2,356	58	2,561	60	2,409	58
3	Mathematics	2,375	70	2,428	68	2,368	66	2,571	67	2,414	67
3	Total Battery	2,340	70	2,406	69	2,333	64	2,540	66	2,381	67
4	Reading	2,483	71	2,354	68	2,568	70	2,359	70	2,506	70
4	Language Arts	2,477	68	2,348	66	2,563	67	2,358	68	2,505	62
4	Mathematics	2,460	76	2,356	72	2,569	72	2,358	73	2,534	69
4	Total Battery	2,450	74	2,329	70	2,548	70	2,342	71	2,481	68
5	Reading	2,343	69	2,535	70	2,362	71	2,473	70	2,534	71
5	Language Arts	2,334	75	2,540	75	2,349	75	2,476	73	2,541	72
5	Mathematics	2,342	72	2,526	70	2,346	70	2,470	69	2,528	67
5	Total Battery	2,324	75	2,511	75	2,327	74	2,450	73	2,501	73
6	Reading	2,482	67	2,347	68	2,462	67	2,492	67	2,357	69
6	Language Arts	2,474	73	2,341	72	2,461	70	2,493	71	2,351	69
6	Mathematics	2,475	77	2,340	75	2,458	72	2,492	74	2,357	73
6	Total Battery	2,457	74	2,330	73	2,435	70	2,478	72	2,331	72
7	Reading	2,320	73	2,488	71	2,430	69	2,284	70	2,289	72
7	Language Arts	2,326	69	2,483	68	2,429	67	2,285	66	2,295	64
7	Mathematics	2,310	72	2,477	71	2,426	69	2,290	70	2,283	70
7	Total Battery	2,276	74	2,450	72	2,377	68	2,249	69	2,249	70
8	Reading	2,327	72	2,340	72	2,210	71	2,163	69	2,254	70
8	Language Arts	2,313	66	2,330	65	2,202	64	2,162	61	2,253	60
8	Mathematics	2,323	69	2,312	70	2,206	68	2,169	68	2,245	66
8	Total Battery	2,276	72	2,281	72	2,162	68	2,130	67	2,208	68
9	Reading	2,257	68	2,168	69	2,124	66	2,187	68	1,852	67
9	Language Arts	2,258	66	2,170	65	2,116	63	2,188	63	2,184	61
9	Mathematics	2,258	73	2,164	74	2,123	72	2,186	72	2,187	71
9	Total Battery	2,233	73	2,154	73	2,092	69	2,175	71	1,846	68
10	Reading	1,961	72	2,024	69	2,011	70	2,052	69	1,669	73
10	Language Arts	1,956	67	2,030	62	1,994	61	2,058	61	1,946	63
10	Mathematics	1,953	73	2,029	71	2,020	71	2,053	70	1,941	72
10	Total Battery	1,917	74	2,004	71	1,978	69	2,038	69	1,651	73

Table 105
Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	18,575	3,291	18%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 106
White Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

Grade	7	8			7-8
Number of Students	2,280	2,281			4,561
Average Credits Attempted	6.96	6.96			6.96
Average Credits Earned	6.49	6.49			6.49
Mean Grade Point Average	2.86	2.82			2.84
Average Absences per Course	5.10	5.52			5.31
Absence - GPA Correlation	-0.4012	-0.3528			-0.3765
Grade	**9**	**10**	**11**	**12**	**9-12**
Number of Students	2,250	2,011	1,852	1,687	7,800
Average Credits Attempted	5.98	5.99	5.85	5.35	5.81
Average Credits Earned	5.46	5.42	5.36	5.09	5.35
Mean Grade Point Average	2.67	2.62	2.65	2.94	2.71
Average Absences per Course	4.61	4.88	5.43	6.33	5.25
Absence - GPA Correlation	-0.5372	-0.5166	-0.4620	-0.4205	-0.4607

Table 107

White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,034.25	30%	30%	20%	11%	7%
Mathematics	6,602.75	21%	26%	25%	15%	10%
Science	6,764.00	24%	29%	24%	14%	8%
Social Studies	8,151.50	30%	27%	22%	12%	7%
All Courses	45,356.50	36%	26%	19%	10%	6%

*Includes "F," "WF," and "I."

Table 108

Anchorage School District
Whites
School Year Dropouts
1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	33,716	653	1.94%
1998-99	34,545	774	2.24%
1997-98	34,752	848	2.44%
1996-97	34,638	846	2.44%
1995-96	35,200	899	2.55%

Table 109

Anchorage School District
Other
Total Reading CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	6	30
4	12	64
5	12	24
6	8	35
7	10	41
8	4	63
9	15	35
10	12	31

Table 110

Anchorage School District
Other
Total Language Arts CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	6	29
4	12	64
5	12	40
6	8	45
7	10	31
8	4	74
9	15	50
10	12	28

Table 111

Anchorage School District
Other
Total Mathematics CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	6	20
4	12	63
5	12	31
6	8	45
7	9	48
8	6	65
9	15	57
10	12	31

Table 112

Anchorage School District
Other
Total Battery CAT Results
Spring 2000

Grade	Number Tested	Percentile Tested
3	6	25
4	12	66
5	12	31
6	8	38
7	9	38
8	4	74
9	15	48
10	12	30

Table 113

Anchorage School District
Other
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

Gr.	Area	99-00		98-99		97-98		96-97		95-96	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	6	30								
3	Language Arts	6	29								
3	Mathematics	6	20	Data	Not	Available					
3	Total Battery	6	25								
4	Reading	12	64								
4	Language Arts	12	64								
4	Mathematics	12	63	Data	Not	Available					
4	Total Battery	12	66								
5	Reading	12	26								
5	Language Arts	12	40								
5	Mathematics	12	31	Data	Not	Available					
5	Total Battery	12	31								
6	Reading	8	35								
6	Language Arts	8	45								
6	Mathematics	8	45	Data	Not	Available					
6	Total Battery	8	38								
7	Reading	10	41								
7	Language Arts	10	31								
7	Mathematics	9	48	Data	Not	Available					
7	Total Battery	9	38								
8	Reading	4	63								
8	Language Arts	4	74								
8	Mathematics	6	65	Data	Not	Available					
8	Total Battery	4	74								
9	Reading	15	35								
9	Language Arts	15	50								
9	Mathematics	15	57	Data	Not	Available					
9	Total Battery	15	48								
10	Reading	12	31								
10	Language Arts	12	28								
10	Mathematics	12	31	Data	Not	Available					
10	Total Battery	12	30								

Table 114
Anchorage School District
Other
Free/Reduced Price Lunch Information
Spring 2000

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	217	88	37%

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 115
Other Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

Grade	7	8			7-8
Number of Students					
Average Credits Attempted					
Average Credits Earned	Data	Not	Available		
Mean Grade Point Average					
Average Absences per Course					
Absence - GPA Correlation					

Grade	9	10	11	12	9-12
Number of Students					
Average Credits Attempted					
Average Credits Earned					
Mean Grade Point Average	Data	Not	Available		
Average Absences per Course					
Absence - GPA Correlation					

Table 116
Other Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts						
Mathematics						
Science		Data	Not	Available		
Social Studies						
All Courses						

*Includes "F," "WF," and "I."

Table 117

Anchorage School District
Other
School Year Dropouts
1995-96 to 1999-2000

Year	Enrollment	Final Dropouts	Percent Dropouts
1999-2000	312	13	4.17%
1998-99	Data Not Available		
1997-98			
1996-97			
1995-96			

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and secondary programs. Individual school results were provided to schools in the spring and taken into account in the preparation of the District Report Card for 1999-2000.

The overall response rate for the school report cards was down in 1999-2000. Informal indicators that included comments from parents surveyed on their attitude toward the certificated staff evaluation process, conversations with parents, and conversations with principals and teachers indicated that many felt that there had been too many surveys conducted during the year. Some parents felt that they had given their opinion as part of the certificated staff evaluation process and did not need to comment again. Some principals indicated that there was too much activity at the end of the year. Not all schools distributed school report card materials. Table 118 shows the number of surveys returned from each school.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. When compared to last year, the overall levels of satisfaction or critical items are similar.

Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (56 percent) of parents indicate that they either agree (42 percent) or strongly agree (14 percent) that they are satisfied with the performance of the Anchorage School District.
- A majority (85 percent) of parents indicate that they either agree (45 percent) or strongly agree (40 percent) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (89 percent) of parents indicate that they either agree (31 percent) or strongly agree (58 percent) that they are satisfied with the performance of those who teach their children.
- A majority (76 percent) of students indicate that they either agree (32 percent) or strongly agree (44 percent) that their teachers treat them with respect.
- A majority (75 percent) of students indicate that they either agree (33 percent) or strongly agree (42 percent) that they know where to go for help if they have a problem at school.
- A majority (69 percent) of students indicate that they either agree (43 percent) or strongly agree (26 percent) that they understand the school work that they are given.
- A majority (69 percent) of the students indicate that they either agree (35 percent) or strongly agree (34 percent) that they feel welcome at school.
- A majority (76 percent) of staff indicate that they either agree (42 percent) or strongly agree (34 percent) that they are satisfied with their job.
- A majority (73 percent) of staff indicate that they either agree (36 percent) or strongly agree (43 percent) that the principal and other school staff provide needed support for working with students.
- A majority (80 percent) of staff indicate that they either agree (35 percent) or strongly agree (45 percent) that the principal and other school staff provide needed support for working with parents.

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If the responses of parents, teachers, and students were considered as a grading scale with a "Strongly Agree" to a positive statement being equivalent to an "A," the overall response would be in the "B-" range. Parents could be said to give the District as a whole a grade of "B-" and their local school a grade of "A-." These are good marks from those community members who know the schools best.

Discussion: The primary purpose of School Report Card surveys is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions was asked of parents, students, and staff. Individual schools were allowed to add additional questions and all school surveys were individualized to included questions on the success of the individual school's goals. Information on school goal success is included in Part II of the report as part of individual school profiles.

While the overall number of parents, students, and staff responding to school report card surveys is substantial, the proportion responding differed notably from school-to-school. Those schools with the highest response rates made substantial efforts to notify parents in advance, to distribute and do an active collection of surveys at school, and to have all students and staff participate. Some schools did not distribute surveys or did very limited distributions.

There is no overall rule of thumb about what constitutes a good response to the School Report Card Surveys. All questions are worded to be positive and the hope is that most responses will be either "strongly agree" or "agree." Because of the large number of overall responses, 1 percent of Anchorage parents, students, or staff equate to about 54 parents, 197 students, or 12 staff members.

A 1997 Phi Delta Kappa sponsored Gallup Poll found that in a national sample 15 percent of public school parents gave their community schools an "A" and another 42 percent gave a "B." Parents gave the school their children attend higher grades: "A", 26 percent: "B", 38 percent. The Anchorage School District survey comparison gives the District 40 percent "A" and 45 percent "B"; the school 58 percent "A" and 31 percent "B." While the Gallup Poll and ASD surveys are not directly comparable the high ratings given by Anchorage parents is notable. The 85 percent that agree or strongly agree for the District and 88 percent for the school and teacher are the highest ratings Anchorage has had in recent years.

Tables 119, 120, and 121 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 122, 123, and 124. Middle Level results are presented in tables 125, 126, and 127. High School results are presented in 128, 129 and 130.

While overall responses are positive at all three levels, elementary responses were the most positive. The response rate for parents was best at elementary and weakest at high school. Differences between educational levels and among schools are statistically significant. Results should be considered with caution because of the low response rates at some schools.

Table 118

Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Abbott Loop	605	57	183	39
Airport Heights	320	26	82	18
Alpenglow	597	61	324	15
Aquarian	188	61	66	
Aurora	456	93	193	14
Baxter	418	47	247	24
Bayshore	556	87	220	18
Bear Valley	506	49	189	9
Birchwood ABC	418	82	195	19
Bowman	641	125	242	30
Campbell	478	70	175	21
Chester Valley	346	2	170	28
Chinook	585	146	252	24
Chugach Optional	252	61	83	6
Chugiak Elementary	516	89	207	16
College Gate	451	65	239	19
Creekside Park	413	84	125	22
Denali	436	64	118	16
Eagle River	435	14	191	12
Fairview	466	83	139	21
Fire Lake	345	23	163	12
Girdwood	152	5	89	5
Government Hill	453	124	136	24
Homestead	444	94	177	19
Huffman	495	111	236	10
Inlet View	258	77	126	20
Kasuun	649	78	362	20
Kennedy	232	53	85	6
Kincaid	533	60	117	
Klatt	503	83	177	14
Lake Hood	489	90	263	21
Lake Otis	521	57	159	21
Mt. Spurr	290	66	136	17
Mt. View	442	47	92	14
Muldoon	461	51	119	24
North Star	545	89	148	23
Northern Lights ABC	517	96	224	11
Northwood	420	64	68	15
Nunaka Valley	362	3		
O'Malley	462	44	253	12
Ocean View	410	259	239	18
Orion	407	74	164	15
Ptarmigan	412	40	194	21

Table 118
Anchorage School District
School Report Card Surveys
Return by School (continued)

School	Enrollment	Parent	Student	Staff
Rabbit Creek	422	87	182	16
Ravenwood	380	62	122	14
Rogers Park	547	44	293	15
Russian Jack	371	33	72	
Sand Lake	580	85	233	13
Scenic Park	553	117	271	29
Spring Hill	525	128	291	24
Susitna	549	85	233	25
Taku	403	68	196	19
Tudor	517	72	210	16
Turnagain	393	48	209	26
Tyson, William	452	210	17	
Ursa Major	152	38	73	15
Ursa Minor	213	38	74	15
Williwaw	504	125	185	47
Willow Crest	544	53	266	31
Wonder Park	475	51	170	17
Woods, Gladys	501	24	176	15
Polaris*	451			

*Polaris did a different survey system

School	Enrollment	Parent	Student	Staff
Bartlett	1845	17	945	50
Benson/Search	315	46	208	12
Central	734	83	512	38
Chugiak High	2026	195	1286	60
Clark	825	138		
Dimond	2120			
East	1962	82		
Goldenview	868	81	668	48
Gruening	601	131	502	23
Hanshew	907	32	639	50
Mears	951			
Mirror Lake	673	89	604	16
Romig	787	56	454	37
SAVE	227	43	103	15
Service	2330	174		
Steller*	296			
Wendler	939	69	752	33
West	1674	153	137	72

*Steller did a different survey system

Table 119
Anchorage School District
Parent Report Card Survey
Number = 6,136

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	14%	42%	25%	13%	7%
The performance of my child's school.	40%	45%	10%	4%	2%
The performance of my child's teacher(s).	58%	31%	7%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	33%	50%	12%	5%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	48%	39%	9%	3%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	33%	41%	21%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	21%	29%	37%	10%	3%
I feel welcome at school.	58%	32%	7%	2%	1%
My child is safe at school.	44%	42%	10%	3%	1%
My child is safe on the way to and from school.	39%	40%	15%	5%	2%

Table 120
Anchorage School District
Student Report Card Survey
Number = 17,999

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	25%	40%	23%	9%	4%
I am treated fairly by adults here at school.	30%	36%	20%	9%	5%
I am treated fairly by other students.	21%	39%	25%	10%	6%
I find my school work interesting.	21%	30%	29%	11%	8%
I understand the school work I am given.	26%	43%	24%	5%	2%
Our school rules are fair.	28%	30%	22%	12%	8%
My teachers treat me with respect.	44%	32%	16%	5%	3%
Student here treat me with respect.	19%	39%	25%	10%	6%
Our school rules are fairly enforced.	28%	33%	24%	9%	6%
I like school.	27%	26%	24%	10%	13%
I am safe at school.	37%	32%	20%	7%	5%
If I have a problem at school, I know where I can go for help.	42%	33%	16%	5%	4%
Have chances to participate in school activities.	45%	36%	14%	3%	3%
I use computers at school.	49%	29%	13%	5%	4%
The library/media center has the materials I need to do my school work.	29%	34%	24%	8%	6%
I feel welcome at school.	34%	35%	21%	6%	4%
I feel safe on the bus and at the bus stop.	20%	23%	41%	7%	9%

Table 121
Anchorage School District Staff Report Card Survey Number = 1,642

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	29%	42%	15%	10%	3%
Involvement in decision making at the school.	20%	39%	25%	11%	6%
The District curriculum.	8%	26%	36%	20%	10%
Opportunities for training on the district curriculum and materials.	15%	36%	29%	15%	6%
We are provided with adequate information before new practices or procedures are implemented.	10%	31%	27%	23%	10%
The principal and other staff provide me with the support I need when working with students.	43%	36%	11%	7%	3%
The principal and other staff provide me with the support I need with working with parents.	45%	35%	14%	5%	2%
The administrator(s) are approachable.	54%	28%	10%	6%	3%
The administrator(s) are available if I need help.	46%	30%	12%	8%	3%
The work load in this school is equitably divided.	17%	35%	23%	16%	8%
We have freedom in our selection of materials.	31%	41%	21%	5%	2%
I have freedom in selection of teaching materials.	35%	41%	19%	4%	1%
I have input in purchase of supplemental materials.	33%	39%	20%	6%	2%
Instruction here focuses on student success in meeting the District goals.	38%	46%	12%	3%	1%
The District curriculum is well defined.	13%	41%	33%	10%	3%
Teachers here work together effectively.	34%	43%	14%	7%	3%
Staff & teachers have good working relationships.	39%	42%	11%	6%	2%
Our school rules are fairly enforced.	31%	39%	14%	11%	6%
I feel safe at school.	41%	42%	11%	5%	2%
Students are safe here.	37%	45%	11%	6%	2%
School staff are treated with respect by students.	18%	46%	18%	14%	4%
Students are treated with respect by the staff.	40%	51%	7%	2%	1%
Conference/planning time is adequate.	14%	30%	23%	20%	13%
I integrate computers/technology into instruction.	18%	43%	28%	8%	3%
Library/media resources are adequate.	17%	43%	21%	14%	4%
Students guidance and counseling are adequate.	13%	31%	22%	20%	14%
When I do good work it is recognized.	20%	40%	22%	12%	6%
Staff morale is high.	11%	26%	23%	21%	19%
We have good support from our parents.	14%	35%	28%	17%	6%
Students here are well behaved.	11%	41%	28%	14%	5%

Table 122
Elementary
Parent Report Card Survey
Number = 4,630

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	15%	42%	25%	12%	6%
The performance of my child's school.	43%	44%	9%	3%	1%
The performance of my child's teacher(s).	66%	27%	5%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	35%	49%	11%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	53%	38%	7%	2%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	39%	41%	18%	3%	1%
I am invited to make suggestions about the library materials to be included or excluded.	23%	30%	35%	9%	3%
I feel welcome at school.	64%	29%	5%	1%	1%
My child is safe at school.	50%	40%	8%	2%	1%
My child is safe on the way to and from school.	43%	38%	14%	5%	2%

Table 123
Elementary
Student Report Card Survey
Number = 10,912

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	31%	41%	20%	6%	3%
I am treated fairly by adults here at school.	40%	35%	16%	6%	3%
I am treated fairly by other students.	24%	38%	23%	10%	6%
I find my school work interesting.	31%	34%	23%	7%	6%
I understand the school work I am given.	32%	42%	21%	4%	2%
Our school rules are fair.	39%	30%	17%	8%	6%
My teachers treat me with respect.	60%	26%	10%	3%	2%
Student here treat me with respect.	23%	38%	33%	10%	6%
Our school rules are fairly enforced.	37%	33%	19%	6%	5%
I like school.	38%	26%	19%	7%	10%
I am safe at school.	51%	39%	13%	4%	3%
If I have a problem at school, I know where I can go for help.	53%	29%	11%	4%	3%
Have chances to participate in school activities.	54%	31%	11%	3%	2%
I use computers at school.	60%	23%	9%	4%	4%
The library/media center has the materials I need to do my school work.	35%	33%	20%	6%	5%
I feel welcome at school.	46%	31%	15%	4%	4%
I feel safe on the bus and at the bus stop.	31%	17%	46%	6%	10%

Table 124
Elementary Staff Report Card Survey Number = 1,134

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	30%	44%	14%	10%	2%
Involvement in decision making at the school.	22%	40%	24%	10%	4%
The District curriculum.	8%	24%	38%	20%	10%
Opportunities for training on the district curriculum and materials.	16%	37%	27%	14%	5%
We are provided with adequate information before new practices or procedures are implemented.	10%	29%	28%	23%	10%
The principal and other staff provide me with the support I need when working with students.	47%	35%	10%	6%	3%
The principal and other staff provide me with the support I need with working with parents.	49%	33%	12%	4%	2%
The administrator(s) are approachable.	56%	25%	10%	6%	3%
The administrator(s) are available if I need help.	48%	27%	12%	9%	3%
The work load in this school is equitably divided.	19%	37%	22%	16%	7%
We have freedom in our selection of materials.	31%	42%	20%	5%	2%
I have freedom in selection of teaching materials.	35%	41%	19%	4%	1%
I have input in purchase of supplemental materials.	33%	39%	20%	6%	2%
Instruction here focuses on student success in meeting the District goals.	43%	44%	10%	2%	1%
The District curriculum is well defined.	14%	40%	33%	10%	3%
Teachers here work together effectively.	37%	41%	13%	6%	2%
Staff & teachers have good working relationships.	43%	40%	10%	6%	2%
Our school rules are fairly enforced.	36%	40%	13%	8%	4%
I feel safe at school.	45%	40%	10%	4%	1%
Students are safe here.	42%	43%	9%	5%	1%
School staff are treated with respect by students.	41%	48%	16%	12%	3%
Students are treated with respect by the staff.	46%	47%	5%	2%	1%
Conference/planning time is adequate.	11%	25%	23%	25%	17%
I integrate computers/technology into instruction.	15%	43%	29%	10%	4%
Library/media resources are adequate.	15%	45%	22%	14%	5%
Students guidance and counseling are adequate.	11%	24%	23%	24%	19%
When I do good work it is recognized.	21%	42%	22%	10%	5%
Staff morale is high.	13%	30%	22%	20%	16%
We have good support from our parents.	17%	36%	24%	17%	6%
Students here are well behaved.	12%	43%	27%	13%	5%

Table 125
Middle Level Parent Report Card Survey
Number = 679

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	13%	45%	24%	13%	6%
The performance of my child's school.	33%	48%	12%	5%	2%
The performance of my child's teacher(s).	39%	44%	12%	4%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	29%	51%	15%	5%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	34%	45%	12%	6%	3%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	26%	41%	28%	4%	2%
I am invited to make suggestions about the library materials to be included or excluded.	17%	29%	41%	12%	2%
I feel welcome at school.	45%	41%	10%	4%	1%
My child is safe at school.	33%	47%	13%	5%	2%
My child is safe on the way to and from school.	29%	50%	14%	6%	1%

Table 126
Middle Level
Student Report Card Survey
Number = 4,132

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	19%	42%	24%	10%	5%
I am treated fairly by adults here at school.	16%	38%	27%	13%	7%
I am treated fairly by other students.	16%	41%	27%	11%	6%
I find my school work interesting.	6%	25%	40%	17%	12%
I understand the school work I am given.	17%	45%	30%	6%	3%
Our school rules are fair.	12%	30%	30%	17%	11%
My teachers treat me with respect.	23%	42%	24%	7%	4%
Student here treat me with respect.	15%	40%	30%	11%	6%
Our school rules are fairly enforced.	15%	35%	30%	13%	8%
I like school.	11%	25%	32%	14%	18%
I am safe at school.	18%	37%	27%	10%	7%
If I have a problem at school, I know where I can go for help.	28%	41%	21%	6%	4%
Have chances to participate in school activities.	37%	42%	15%	3%	3%
I use computers at school.	36%	38%	18%	5%	4%
The library/media center has the materials I need to do my school work.	23%	40%	26%	8%	4%
I feel welcome at school.	18%	42%	27%	7%	6%
I feel safe on the bus and at the bus stop.	23%	34%	28%	8%	8%

Table 127
Middle School Staff Report Card Survey Number = 247

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	25%	41%	17%	11%	6%
Involvement in decision making at the school.	15%	33%	25%	16%	11%
The District curriculum.	7%	33%	32%	19%	8%
Opportunities for training on the district curriculum and materials.	8%	33%	36%	16%	7%
We are provided with adequate information before new practices or procedures are implemented.	9%	32%	25%	23%	11%
The principal and other staff provide me with the support I need when working with students.	34%	40%	14%	8%	4%
The principal and other staff provide me with the support I need with working with parents.	35%	40%	16%	6%	3%
The administrator(s) are approachable.	45%	33%	9%	7%	6%
The administrator(s) are available if I need help.	41%	34%	13%	7%	5%
The work load in this school is equitably divided.	11%	35%	27%	16%	10%
We have freedom in our selection of materials.	27%	41%	23%	5%	4%
I have freedom in selection of teaching materials.	30%	41%	21%	5%	2%
I have input in purchase of supplemental materials.	30%	39%	18%	10%	3%
Instruction here focuses on student success in meeting the District goals.	31%	51%	12%	5%	1%
The District curriculum is well defined.	11%	43%	31%	11%	4%
Teachers here work together effectively.	25%	51%	15%	8%	2%
Staff & teachers have good working relationships.	32%	48%	12%	6%	3%
Our school rules are fairly enforced.	20%	45%	14%	15%	7%
I feel safe at school.	32%	46%	13%	8%	2%
Students are safe here.	29%	49%	12%	8%	3%
School staff are treated with respect by students.	9%	44%	20%	21%	6%
Students are treated with respect by the staff.	28%	61%	10%	1%	0%
Conference/planning time is adequate.	27%	42%	20%	7%	5%
I integrate computers/technology into instruction.	25%	47%	21%	6%	1%
Library/media resources are adequate.	29%	47%	13%	10%	2%
Students guidance and counseling are adequate.	25%	47%	17%	10%	2%
When I do good work it is recognized.	16%	34%	24%	17%	10%
Staff morale is high.	10%	21%	22%	24%	23%
We have good support from our parents.	10%	35%	30%	17%	7%
Students here are well behaved.	9%	38%	30%	17%	6%

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Table 128
High School
Parent Report Card Survey
Number = 781

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	9%	39%	25%	18%	9%
The performance of my child's school.	24%	46%	19%	8%	4%
The performance of my child's teacher(s).	30%	44%	18%	6%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	22%	51%	17%	8%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	29%	45%	15%	8%	4%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	18%	39%	31%	8%	3%
I am invited to make suggestions about the library materials to be included or excluded.	10%	22%	46%	15%	8%
I feel welcome at school.	35%	42%	16%	5%	3%
My child is safe at school.	23%	48%	21%	7%	2%
My child is safe on the way to and from school.	24%	49%	21%	6%	2%

Table 129
High School
Student Report Card Survey
Number = 2,955

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	11%	30%	34%	9%	4%
I am treated fairly by adults here at school.	14%	36%	30%	14%	7%
I am treated fairly by other students.	16%	43%	28%	9%	5%
I find my school work interesting.	7%	23%	38%	19%	13%
I understand the school work I am given.	18%	44%	28%	8%	3%
Our school rules are fair.	10%	30%	32%	18%	10%
My teachers treat me with respect.	18%	42%	27%	9%	5%
Student here treat me with respect.	14%	41%	31%	9%	5%
Our school rules are fairly enforced.	10%	31%	33%	16%	9%
I like school.	10%	26%	35%	14%	15%
I am safe at school.	14%	36%	32%	11%	7%
If I have a problem at school, I know where I can go for help.	20%	39%	25%	10%	6%
Have chances to participate in school activities.	25%	44%	22%	5%	4%
I use computers at school.	25%	39%	22%	10%	5%
The library/media center has the materials I need to do my school work.	12%	32%	34%	13%	9%
I feel welcome at school.	14%	39%	33%	9%	5%
I feel safe on the bus and at the bus stop.	13%	26%	43%	8%	9%

Table 130
High School Staff Report Card Survey Number = 261

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	34%	35%	17%	10%	4%
Involvement in decision making at the school.	15%	36%	31%	12%	7%
The District curriculum.	9%	25%	34%	20%	12%
Opportunities for training on the district curriculum and materials.	12%	32%	32%	17%	6%
We are provided with adequate information before new practices or procedures are implemented.	9%	37%	27%	19%	10%
The principal and other staff provide me with the support I need when working with students.	24%	39%	12%	12%	3%
The principal and other staff provide me with the support I need with working with parents.	36%	37%	17%	7%	2%
The administrator(s) are approachable.	52%	31%	12%	5%	0%
The administrator(s) are available if I need help.	42%	38%	12%	7%	2%
The work load in this school is equitably divided.	13%	30%	27%	16%	14%
We have freedom in our selection of materials.	34%	42%	19%	4%	1%
I have freedom in selection of teaching materials.	38%	39%	20%	3%	0%
I have input in purchase of supplemental materials.	33%	40%	22%	3%	2%
Instruction here focuses on student success in meeting the District goals.	26%	51%	19%	4%	1%
The District curriculum is well defined.	12%	41%	33%	10%	3%
Teachers here work together effectively	26%	45%	17%	8%	4%
Staff & teachers have good working relationships.	30%	45%	18%	6%	1%
Our school rules are fairly enforced.	20%	30%	18%	19%	13%
I feel safe at school.	30%	44%	16%	7%	3%
Students are safe here.	31%	51%	17%	8%	3%
School staff are treated with respect by students.	14%	38%	24%	19%	5%
Students are treated with respect by the staff.	24%	57%	17%	2%	0%
Conference/planning time is adequate.	18%	37%	27%	13%	5%
I integrate computers/technology into instruction.	23%	40%	29%	6%	2%
Library/media resources are adequate.	13%	35%	28%	20%	4%
Students guidance and counseling are adequate.	13%	44%	22%	16%	4%
When I do good work it is recognized.	18%	38%	23%	15%	7%
Staff morale is high.	6%	16%	26%	26%	26%
We have good support from our parents.	6%	29%	42%	17%	7%
Students here are well behaved.	10%	39%	31%	15%	5%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The School Board conducts public hearings in January during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cable cast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air.

If you would like more information on how to provide suggestions or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 742-4153 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of $6,456 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than any other Alaska District. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 131

1996-97 through 1998-99 Actual Expenditures,
1999-2000 and 2000-01 Budgeted
for General Fund

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
2000-01	313,807,164*	48,604**	6,456
1999-00	328,376,412	48,553	6,763
1998-99	313,806,375	48,462	6,475
1997-98	302,786,900	47,613	6,359
1996-97	283,335,043	46,777	6,057

* Budgeted
** Projected enrollment

Question: How do the performances of individual schools vary on the indicators used in the profile?

Answer: While the overall District indicators are very positive with norm referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there are substantial differences in the test scores of individual schools.

Some schools are boundary free providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located.

The individual school profiles include many of the factors which affect performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the expected national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced price lunch, the lowest stability, and the highest student mobility. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year show that they make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, stability and mobility information, and the identification of special programs offered in the school. Secondary schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and talking with students and staff can provide a real sense of the vitality and character of an Anchorage school.

There is a focus on achievement in the school profiles. The achievement indicators include norm referenced test scores earned by students in the spring of 2000. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have for the most part actually changed school buildings but are following the normal path of Anchorage students so they are included in measures of growth.

Table 132 which begins the section provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from two to five goals: one goal must address standards implementation and one goal must address reading. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1999-2000. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year to fulfill District and state requirements.

The next section shows the average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 50th percentile. While this does not mean that an individual student is "above average," it means that on the whole Anchorage students do quite well. At every grade level, more than 67 percent of the continuing Anchorage students are showing the expected full year or more of academic growth as measured on the norm referenced tests.

The next section shows the five year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4, 6, 8 and 10. There is a consistent pattern of scores which show strong academic achievement. The above average norm referenced test performance is consistent with the above average ACT/SAT history of our college bound students.

Elementary retention rates, free and reduced price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools show that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes and have a high student mobility. These are the schools where the task of education is most difficult and where teachers have to work the hardest to help students achieve. Schools with the greatest needs have some additional support from special programs such as Even Start, Title I, Bilingual Education, or Migrant Education. Examination of the tables which follow provides insight into the size, diversity, and achievement of the Anchorage School District - one of the one hundred largest public school districts in the United States.

Table 132

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase academic excellence	Partially Attained
Establish a supportive learning environment	Attained
Ensure public accountability	Attained

BUDGET*	
1998-1999 Expenditures	$313,806,375
1999-2000 Budgeted Amount	$328,376,412
2000-2001 Adopted Budget	$313,807,164

*Dollars budgeted or expended are general fund only.

Anchorage School District Overview

School Report Card Statement

The Anchorage School Board, Superintendent and District staff committed that:

- all students will acquire basic skills and strategies to read independently by the end of the third grade.
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling.
- student performance standards will be adopted in the areas of reading, mathematics and Language Arts.

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Anchorage School District Characteristics

SCHOOL MEMBERSHIP

September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
48,746	Elementary 99%	2,986 Elem	1,172	2,982
	Middle Level 81%	2,739 Sec	918	591
	High School 90%		44	773

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,731.0	48,863.1	93.6%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	116	Special Ed. Aides	25.355
Classroom Teachers	2000.2	Title I Coordinators	12.5
Librarians	74.5	Bilingual Tutors	33.06
Special Education Teachers	348.1	Indian Ed. Tutor/Counselor	16.8
Pre-School Teachers	5.5	Library Aides	1.4
Art Teachers	57.4	Title I Tutor/TA	3.0
Music Teacher	57.2	Title I Parent Worker	12.5
Physical Ed. Teacher	57.4	Teacher Assistants/Aides	50.75
Gifted Teacher	25.8	Pre-School Aides	8.0
Bilingual Teachers	40	Interpreter	3.0
Counselors	69.7	Title VII Specialist	1.0
Nurses	67.5	Title VII Secretary/FSSC	.5
Headmaster	1.0	Clerical Support	235.68
ROTC Teacher	4.0	Custodians	271.3
Technology Teacher	1.0	International Tutors	10
Support Teachers	3.0	Speech Tutor	4.0
Indian Ed Teacher	1.0	Indian Ed Supervisor	1.0
Special Education Counselor	1.0	Computer TA	.6

Special Programs: Bilingual Ed., Title I, Title VII, Slingerland for grades 1-6, Full day Kindergarten, Intensive needs sites, Indian Ed., Migrant Ed., Computer Labs, Gifted sites, Community Schools, Open Optional, Special Ed Pre-school, Breakfast program, partial Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-6, Underachieving, Children in transition, Resolving conflicts creatively (RCCP)

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 1999

Other	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
197	31,759	4,263	5,950	4,460	2,665	17,535	49,294
0.40%	64.43%	8.65%	12.07%	9.05%	5.41%	35.57%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	27,629	8,786	32%
	Middle Level	7,362	1,759	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	57	21	14	23	33	13	178	147	486
Percent Not Promoted	0%	1%	.5%	.3%	.5%	.8%	.3%	.4%	4.2%	1.5%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	6,736	4,789	4,646	2,887	33,716	312	53,086
Final Dropouts	356	125	152	78	653	13	1,377
Percent Dropouts	5.29%	2.61%	3.27%	2.70%	1.94%	4.17%	2.59%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	27,717	2,836	2,144	2,168	2,121	9,269	33.4%
Sec.	21,062	2,209	3,283	1,421	1,307	8,220	39%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	6,736	4,789	4,646	2,887	33,716	312	53,086
% in One Sch.	68.66%	82.04%	75.48%	76.41%	84.52%	55.45%	80.88%
% in Same Sch.	53.85%	60.60%	54.54%	57.46%	61.34%	7.37%	56.20%

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	60	55	51
	No.	3773	3918	3729	3822
Reading Comprehension	%ile	62	60	58	62
	No.	3775	3922	3729	3818
Total Reading	**%ile**	**62**	**61**	**59**	**57**
	No.	3754	3913	3723	3816
Language Mechanics	%ile	48	59	69	67
	No.	3785	3913	3725	3815
Language Expression	%ile	59	59	63	61
	No.	3783	3911	3726	3821
Total Language	**%ile**	**54**	**60**	**67**	**65**
	No.	3777	3903	3716	3812
Math Computation	%ile	60	65	59	67
	No.	3783	3904	3729	3819
Math Concepts and Applications	%ile	62	68	65	72
	No.	3773	3899	3729	3819
Total Mathematics	**%ile**	**63**	**68**	**64**	**69**
	No.	3766	3889	3722	3812
Total Battery	**%ile**	**61**	**64**	**65**	**65**
	No.	3705	3864	3691	3775
Word Analysis	%ile	51			
	No.	3776			
Study Skills	%ile		66	58	60
	No.		3889	3713	3792
Spelling	%ile	51	57	52	50
	No.	3784	3919	3726	3824
Science	%ile	60	61	49	53
	No.	3777	3889	3708	3796
Social Studies	%ile	60	57	63	57
	No.	3772	3881	3707	3792

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested (continued)

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	59	60	54	58
	No.	3608	3482	3278	2884
Reading Comprehension	%ile	66	63	62	64
	No.	3609	3481	3279	2885
Total Reading	**%ile**	**64**	**63**	**61**	**63**
	No.	3608	3479	3275	2880
Language Mechanics	%ile	67	61	66	61
	No.	3618	3471	3283	2887
Language Expression	%ile	55	55	58	56
	No.	3615	3470	3280	2887
Total Language	**%ile**	**62**	**59**	**60**	**60**
	No.	3611	3467	3275	2878
Math Computation	%ile	61	50	63	60
	No.	3606	3481	3284	2881
Math Concepts and Applications	%ile	66	74	72	72
	No.	3602	3480	3282	2885
Total Mathematics	**%ile**	**65**	**62**	**68**	**67**
	No.	3600	3477	3273	2873
Total Battery	**%ile**	**65**	**67**	**66**	**66**
	No.	3542	3397	3225	2803
Study Skills	%ile	58	49	59	54
	No.	3603	3486	3279	2887
Spelling	%ile	50	47	52	51
	No.	3616	3479	3285	2893
Science	%ile	67	80	69	69
	No.	3595	3485	3265	2894
Social Studies	%ile	66	64	68	65
	No.	3596	3487	3270	2890

Anchorage School District Achievement

SAT/ACT						
Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	2,334	2,588	2,303	2,319	2,295
SAT	Percent Tested	59.6%	57%	56%	58%	55%
	Verbal	524	523	526	522	528
	Math	530	530	533	527	529
ACT	Percent Tested	30%	25%	26%	26%	30%
	English	22.3	22.2	22.5	21.8	22.0
	Math	24.1	23.4	23.9	23.6	22.7

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.90	0.89	0.97	0.94
Mathematics	0.85	0.80	0.71	0.42
Science	0.85	0.82	0.79	0.51
Social Studies	0.87	0.87	0.97	1.05
Others	1.86	1.83	1.81	2.10
Total	5.33	5.21	5.24	5.02

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL
SPRING 1999-2000
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	2798	28.2	37.8	34.0	64	65*
	Lang. Arts	2791	25.6	31.1	43.3	56	63*
	Math	2778	23.3	29.3	47.4	63	73*
5	Reading	2758	31.4	37.2	31.4	63	63
	Lang. Arts	2748	18.3	35.2	46.5	61	71*
	Math	2750	32.5	34.8	32.7	68	68
6	Reading	2853	32.4	38.5	29.1	63	62
	Lang. Arts	2855	32.4	38.5	29.1	70	70
	Math	2841	20.6	36.4	43.4	66	74*
7	Reading	2270	23.6	36.6	39.8	60	65*
	Lang. Arts	2269	35.5	39.6	24.9	67	64*
	Math	2260	33.5	40.2	26.3	70	67*
8	Reading	2750	26.6	43.2	30.2	66	66
	Lang. Arts	2738	32.5	41.6	25.9	65	62*
	Math	2736	32.2	43.5	24.3	68	66*
9	Reading	2518	37.6	40.4	21.9	69	63*
	Lang. Arts	2514	28.8	42.4	28.8	63	63
	Math	2500	21.2	45.0	33.8	68	71*
10	Reading	2336	25.8	42.5	31.7	64	66*
	Lang. Arts	2341	29.6	41.6	28.8	63	63
	Math	2337	33.1	42.9	24.0	73	70*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT SPRING 1999-2000 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	3308	28.4	37.4	34.2	64	64*
	Lang. Arts	3300	25.5	30.5	44.0	54	62*
	Math	3284	23.7	29.3	47.3	62	71*
5	Reading	3196	31.5	37.5	31.0	61	61
	Lang. Arts	3190	18.4	34.9	46.7	60	70*
	Math	3198	31.8	34.9	33.3	67	67
6	Reading	3300	32.7	38.1	29.2	62	61*
	Lang. Arts	3301	32.8	38.2	29.0	69	68*
	Math	3288	21.2	36.6	42.2	65	72*
7	Reading	3023	22.2	36.6	41.2	61	67*
	Lang. Arts	3017	34.4	39.2	26.4	68	68*
	Math	3010	33.8	39.7	26.5	70	68*
8	Reading	2997	26.8	43.6	29.7	65	65
	Lang. Arts	2987	32.3	41.4	26.3	64	61*
	Math	2985	32.6	43.2	24.2	67	64*
9	Reading	2736	37.8	40.2	22.1	68	68*
	Lang. Arts	2729	29.3	41.9	28.8	62	62
	Math	2719	21.1	44.8	34.0	67	70*
10	Reading	2480	25.7	42.5	31.8	64	68*
	Lang. Arts	2485	30.0	41.4	28.6	63	62
	Math	2478	33.0	43.1	23.9	72	69*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-2000

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	61	60	63	64	64
	Total Lang. Arts	60	59	63	63	56
	Total Mathematics	68	65	67	69	62
	Total Battery	64	62	65	66	61
6	Total Reading	57	60	60	61	61
	Total Lang. Arts	65	66	65	66	63
	Total Mathematics	69	68	67	68	67
	Total Battery	65	66	65	66	64
8	Total Reading	63	65	64	63	63
	Total Lang. Arts	59	59	59	57	55
	Total Mathematics	62	64	63	64	62
	Total Battery	67	65	64	64	62
10	Total Reading	63	62	64	62	66
	Total Lang. Arts	60	56	58	55	57
	Total Mathematics	67	65	67	65	66
	Total Battery	66	61	61	64	65

APPENDIX A

Spelling Lists
by grade

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 2

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
above	208	145	69.7%
add	212	182	85.8%
after	189	164	86.8%
ago	204	167	81.9%
alive	228	181	79.4%
all	197	185	93.9%
alone	228	150	65.8%
and	189	186	98.4%
anybody	219	109	49.8%
anything	189	105	55.6%
apiece	208	66	31.7%
as	208	185	88.9%
asleep	212	171	80.7%
awhile	185	56	30.3%
balloon	185	68	36.8%
baseball	196	141	71.9%
beach	201	145	72.1%
begin	201	113	56.2%
belong	219	153	69.9%
bird	186	140	75.3%
black	201	166	82.6%
blossom	189	48	25.4%
blow	212	176	83.0%
book	228	219	96.1%
bow	197	153	77.7%
broke	185	103	55.7%
bumping	189	106	56.1%
but	188	182	96.8%
by	186	155	83.3%
call	185	159	85.9%
carpet	188	127	67.6%
chirp	196	106	54.1%
choose	189	72	38.1%
chop	219	170	77.6%
cling	185	92	49.7%
closing	188	143	76.1%
cow	228	204	89.5%
crown	193	132	68.4%
crows	212	143	67.5%
cuff	201	52	25.9%
date	189	171	90.5%
day	197	193	98.0%
down	188	163	86.7%
downhill	212	138	65.1%
dull	197	99	50.3%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
eat	212	207	97.6%
egg	193	173	89.6%
eleventh	212	103	48.6%
far	185	129	69.7%
farm	189	143	75.7%
fast	188	180	95.7%
feel	186	105	56.5%
feet	188	180	95.7%
finish	193	144	74.6%
fir	193	64	33.2%
five	219	198	90.4%
four	219	139	63.5%
fourteen	204	97	47.5%
fourth	212	119	56.1%
give	189	168	88.9%
gown	204	118	57.8%
grade	204	171	83.8%
hang	201	125	62.2%
have	188	174	92.6%
heel	197	54	27.4%
hide	204	161	78.9%
his	201	187	93.0%
hood	204	136	66.7%
hope	193	156	80.8%
itself	196	126	64.3%
jump	189	155	82.0%
June	188	157	83.5%
laid	208	18	8.7%
large	228	121	53.1%
lemonade	188	60	31.9%
list	186	159	85.5%
look	228	205	89.9%
loose	188	93	49.5%
lunch	186	152	81.7%
made	228	186	81.6%
market	189	104	55.0%
meal	189	141	74.6%
mixing	193	132	68.4%
most	197	152	77.2%
much	188	164	87.2%
must	197	162	82.2%
myself	185	128	69.2%
nail	212	141	66.5%
neck	196	154	78.6%
next	208	147	70.7%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 2

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
nickel	188	52	27.7%
nineteen	188	105	55.9%
no	185	161	87.0%
not	219	208	95.0%
now	193	158	81.9%
of	196	169	86.2%
or	185	159	85.9%
owl	201	167	83.1%
paint	208	112	53.8%
park	196	147	75.0%
paste	197	124	62.9%
pattern	189	81	42.9%
people	204	98	48.0%
pie	219	178	81.3%
pinch	196	153	78.1%
polish	196	116	59.2%
praise	196	63	32.1%
push	204	161	78.9%
rain	201	166	82.6%
rang	189	135	71.4%
rest	188	163	86.7%
resting	189	154	81.5%
row	219	160	73.1%
sail	204	101	49.5%
screen	188	97	51.6%
second	186	66	35.5%
seventh	189	111	58.7%
shadow	193	120	62.2%
shirt	197	110	55.8%
shoe	189	117	61.9%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
shore	204	123	60.3%
shovel	201	64	31.8%
show	212	184	86.8%
skirt	228	79	34.6%
sly	219	90	41.1%
snow	219	199	90.9%
spill	186	123	66.1%
spinach	197	23	11.7%
splash	193	146	75.6%
spoon	208	148	71.2%
squirm	189	28	14.8%
squirted	188	24	12.8%
stick	186	129	69.4%
sting	196	165	84.2%
such	185	133	71.9%
sudden	188	80	42.6%
tenth	188	160	85.1%
that's	193	96	49.7%
their	186	58	31.2%
these	188	120	63.8%
they	189	149	78.8%
thick	208	128	61.5%
throw	228	150	65.8%
ticket	186	83	44.6%
up	189	188	99.5%
use	201	122	60.7%
was	228	213	93.4%
way	208	176	84.6%
we	208	204	98.1%
which	188	64	34.0%

Number of Words Attempted:	150
Average Persons per Word	198.9
Average Correct Responses	134.2

Average Percent Correct –

Individuals Tested as Unit	67.5%
Words Tested as Unit	67.3%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 3

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
across	247	185	74.9%
again	198	136	68.7%
air	208	193	92.8%
answer	208	125	60.1%
area	208	124	59.6%
asked	197	162	82.2%
aunt's	217	82	37.8%
axes	211	122	57.8%
be	247	238	96.4%
become	251	212	84.5%
begging	251	100	39.8%
birthdays	197	100	50.8%
boat	217	181	83.4%
bore	176	108	61.4%
born	198	179	90.4%
both	211	164	77.7%
brave	222	195	87.8%
bravest	211	152	72.0%
buses	225	170	75.6%
called	208	186	89.4%
can't	200	173	86.5%
cannot	211	125	59.2%
charcoal	199	50	25.1%
clapping	222	133	59.9%
classes	225	181	80.4%
cleaning	208	167	80.3%
close	211	177	83.9%
cold	217	199	91.7%
coming	192	144	75.0%
common	199	84	42.2%
corn	222	197	88.7%
corner	247	205	83.0%
couldn't	236	129	54.7%
crashes	225	159	70.7%
dear	236	211	89.4%
deer	200	157	78.5%
different	200	46	23.0%
dip	199	170	85.4%
drop	198	176	88.9%
during	236	119	50.4%
early	176	128	72.7%
earn	197	137	69.5%
errand	211	22	10.4%
fair	200	126	63.0%
family	247	187	75.7%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
fear	211	149	70.6%
fish	247	244	98.8%
float	251	146	58.2%
fountain	198	68	34.3%
foxes	211	167	79.1%
freezing	192	82	42.7%
front	197	163	82.7%
funny	199	182	91.5%
giggle	211	130	61.6%
go	198	194	98.0%
goat	211	162	76.8%
going	199	191	96.0%
groan	217	52	24.0%
had	192	174	90.6%
hand	211	202	95.7%
head	176	157	89.2%
her	211	206	97.6%
high	217	172	79.3%
home	200	196	98.0%
hotter	176	110	62.5%
hour	199	163	81.9%
into	251	242	96.4%
just	211	193	91.5%
kept	208	124	59.6%
kind	192	157	81.8%
know	236	198	83.9%
lake	217	195	89.9%
land	217	204	94.0%
larger	197	156	79.2%
later	192	152	79.2%
lives	197	156	79.2%
loaves	192	48	25.0%
loud	225	176	78.2%
man's	208	127	61.1%
many	200	149	74.5%
maybe	200	132	66.0%
million	236	111	47.0%
mouth	217	186	85.7%
moving	222	182	82.0%
multiply	217	80	36.9%
never	247	233	94.3%
number	197	170	86.3%
off	197	190	96.4%
opened	236	153	64.8%
our	198	168	84.8%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 3

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
page	222	204	91.9%
paper	192	151	78.6%
pepper	176	116	65.9%
person	236	183	77.5%
picture	176	99	56.3%
piece	200	64	32.0%
pretty	251	154	61.4%
probably	222	39	17.6%
put	208	191	91.8%
race	197	172	87.3%
radishes	211	82	38.9%
rattle	225	120	53.3%
really	225	100	44.4%
red	247	244	98.8%
rise	211	158	74.9%
rising	211	134	63.5%
salty	247	186	75.3%
saw	198	181	91.4%
sentence	247	94	38.1%
shall	251	153	61.0%
short	199	174	87.4%
sip	225	179	79.6%
skipped	199	89	44.7%
skipping	176	96	54.5%
slam	222	195	87.8%
small	176	158	89.8%
soap	236	144	61.0%
something	198	149	75.3%
special	247	72	29.1%
spend	200	166	83.0%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
spent	200	179	89.5%
stirred	211	43	20.4%
stopped	208	71	34.1%
suddenly	198	79	39.9%
sweater	222	99	44.6%
swept	225	119	52.9%
teeth	198	172	86.9%
thought	251	143	57.0%
throat	199	51	25.6%
tie	211	179	84.8%
tipping	236	147	62.3%
tire	199	136	68.3%
toward	251	66	26.3%
twilight	217	134	61.8%
understand	225	174	77.3%
untrue	192	137	71.4%
valleys	192	68	35.4%
vase	211	146	69.2%
wagging	225	149	66.2%
we'd	251	141	56.2%
weather	222	132	59.5%
whether	251	35	13.9%
while	236	126	53.4%
whole	208	110	52.9%
wiggle	176	123	69.9%
will	211	198	93.8%
wives	192	99	51.6%
wrapper	222	107	48.2%
wrote	176	104	59.1%
yet	197	177	89.8%

Number of Words Attempted:	150
Average Persons per Word	212.7
Average Correct Responses	145.3

Average Percent Correct -

Individuals Tested as Unit	68.3%
Words Tested as Unit	68.5%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 4

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
adventure	194	138	71.1%
also	202	169	83.7%
among	185	104	56.2%
around	206	188	91.3%
August	185	106	57.3%
bawling	194	41	21.1%
because	185	158	85.4%
bone	204	197	96.6%
boneless	221	172	77.8%
brought	225	169	75.1%
bud	206	177	85.9%
built	214	142	66.4%
bush	211	183	86.7%
business	170	33	19.4%
car	221	218	98.6%
case	175	160	91.4%
children	194	158	81.4%
chimney	204	121	59.3%
chimneys	185	60	32.4%
choice	202	120	59.4%
circuses	204	110	53.9%
clap	214	202	94.4%
clown	185	161	87.0%
cream	220	202	91.8%
culture	203	66	32.5%
curly	220	156	70.9%
defense	211	58	27.5%
deny	170	52	30.6%
departure	228	106	46.5%
dine	221	170	76.9%
dough	202	111	55.0%
enough	214	136	63.6%
even	204	187	91.7%
factories	211	114	54.0%
fawn	228	102	44.7%
fences	194	164	84.5%
fierce	220	68	30.9%
fitness	211	145	68.7%
flower	220	212	96.4%
forceful	220	105	47.7%
form	228	192	84.2%
fraction	228	177	77.6%
gave	211	207	98.1%
grabbed	211	100	47.4%
gracefully	220	117	53.2%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
greedy	200	122	61.0%
ground	202	170	84.2%
hazy	206	99	48.1%
hoisted	220	112	50.9%
hold	175	166	94.9%
hoped	206	174	84.5%
howl	202	159	78.7%
I'll	185	161	87.0%
I'm	225	209	92.9%
immediate	214	28	13.1%
important	170	107	62.9%
improvement	194	98	50.5%
in	185	184	99.5%
inconsiderate	204	51	25.0%
inexpensive	185	70	37.8%
jockeys	221	93	42.1%
joint	228	182	79.8%
juiciest	225	45	20.0%
keep	220	210	95.5%
kindness	221	181	81.9%
last	170	167	98.2%
launch	220	129	58.6%
lecture	175	96	54.9%
left	175	165	94.3%
legislature	200	38	19.0%
libraries	170	70	41.2%
like	203	195	96.1%
little	175	159	90.9%
lived	221	211	95.5%
lone	206	162	78.6%
lotion	228	163	71.5%
may	200	189	94.5%
measure	202	106	52.5%
merriest	221	37	16.7%
might	206	156	75.7%
miss	221	203	91.9%
need	203	189	93.1%
night	175	168	96.0%
officer	211	165	78.2%
often	194	158	81.4%
on	200	198	99.0%
order	202	176	87.1%
over	194	192	99.0%
package	170	112	65.9%
pavement	211	156	73.9%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 4

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
perhaps	204	149	73.0%
pitying	206	40	19.4%
plate	203	188	92.6%
porch	203	152	74.9%
rarely	225	129	57.3%
receive	225	44	19.6%
relief	200	63	31.5%
remember	214	158	73.8%
retrieve	204	51	25.0%
robe	225	189	84.0%
robed	203	140	69.0%
said	211	192	91.0%
same	206	196	95.1%
sauce	175	99	56.6%
scientist	225	97	43.1%
scrawled	203	36	17.7%
scrub	228	180	78.9%
secure	200	87	43.5%
see	194	193	99.5%
seen	221	198	89.6%
separately	200	5	2.5%
serve	214	146	68.2%
shipment	214	197	92.1%
sleeveless	194	73	37.6%
snapping	202	119	58.9%
snaps	228	199	87.3%
some	175	170	97.1%
sprawled	203	48	23.6%
stand	214	205	95.8%
start	170	161	94.7%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
state	214	207	96.7%
steadied	202	56	27.7%
stepped	200	92	46.0%
stood	204	151	74.0%
strangely	221	72	32.6%
subtraction	194	130	67.0%
talk	206	197	95.6%
ten	225	224	99.6%
that	220	217	98.6%
there	203	154	75.9%
those	202	168	83.2%
though	211	139	65.9%
thousand	185	122	65.9%
treasure	225	130	57.8%
trust	185	156	84.3%
trying	175	155	88.6%
uglier	170	83	48.8%
unfastened	225	85	37.8%
until	206	128	62.1%
unusual	204	87	42.6%
vacation	228	155	68.0%
vote	170	155	91.2%
voyage	175	99	56.6%
want	214	188	87.9%
wasteful	203	87	42.9%
watch	228	183	80.3%
well	200	176	88.0%
where's	200	102	51.0%
who	204	187	91.7%
workmen	170	146	85.9%

Number of Words Attempted:	150
Average Persons per Word	203.9
Average Correct Responses	138.3

Average Percent Correct –

Individuals Tested as Unit	67.9%
Words Tested as Unit	67.9%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 5

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
accomplished	186	93	50.0%
acquits	208	27	13.0%
adult	211	187	88.6%
adventurous	190	55	28.9%
aisle	209	60	28.7%
alleys	193	86	44.6%
amazing	211	186	88.2%
arch	191	172	90.1%
assembly	206	110	53.4%
autograph	209	161	77.0%
bakery	206	156	75.7%
bear	191	178	93.2%
biography	170	130	76.5%
bravery	203	158	77.8%
breakable	211	129	61.1%
brother	191	180	94.2%
businesses	206	61	29.6%
causing	198	142	71.7%
chalk	206	166	80.6%
chlorine	198	26	13.1%
clear	193	188	97.4%
climb	203	152	74.9%
committee	206	14	6.8%
connect	209	157	75.1%
constitution	193	111	57.5%
contain	190	146	76.8%
control	211	164	77.7%
controls	193	146	75.6%
convince	203	142	70.0%
cord	203	118	58.1%
couches	203	145	71.4%
dead	206	182	88.3%
deduction	203	145	71.4%
delay	193	164	85.0%
depression	190	69	36.3%
determining	211	99	46.9%
dictator	206	140	68.0%
disposal	192	72	37.5%
doctor	198	180	90.9%
drive	191	187	97.9%
edge	198	159	80.3%
eight	211	193	91.5%
electric	208	152	73.1%
emit	190	104	54.7%
equip	206	124	60.2%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
equipped	191	22	11.5%
error	190	136	71.6%
except	208	131	63.0%
exertion	211	75	35.5%
exist	190	94	49.5%
export	206	181	87.9%
fight	170	163	95.9%
flaming	211	181	85.8%
flattery	206	106	51.5%
fly	186	181	97.3%
foot	193	190	98.4%
foreigner	206	54	26.2%
forty-two	193	121	62.7%
gnu	209	65	31.1%
guard	186	103	55.4%
guesses	206	110	53.4%
hangers	192	157	81.8%
he's	191	174	91.1%
heavy	211	152	72.0%
height	192	106	55.2%
human	186	167	89.8%
impolite	186	138	74.2%
impress	208	175	84.1%
incapable	193	127	65.8%
induction	211	135	64.0%
injury	170	108	63.5%
it's	198	183	92.4%
journeys	211	73	34.6%
knock	198	160	80.8%
knuckles	203	95	46.8%
language	209	130	62.2%
limb	192	136	70.8%
listen	170	147	86.5%
luxuries	193	34	17.6%
lyric	193	86	44.6%
material	211	92	43.6%
microphone	192	147	76.6%
microscope	186	161	86.6%
miscount	192	139	72.4%
mystery	198	132	66.7%
national	191	132	69.1%
natural	191	109	57.1%
nor	198	119	60.1%
occurring	203	12	5.9%
omitting	208	124	59.6%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 5

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
opposite	209	125	59.8%
palm	186	154	82.8%
patrols	192	107	55.7%
permits	170	114	67.1%
pillars	209	87	41.6%
polar	206	170	82.5%
porches	206	158	76.7%
position	198	132	66.7%
problem	206	183	88.8%
publish	206	161	78.2%
quiet	211	132	62.6%
radio	206	157	76.2%
reachable	190	161	84.7%
reduce	190	132	69.5%
reenter	193	111	57.5%
regretted	206	59	28.6%
regular	186	156	83.9%
relies	193	111	57.5%
remodel	208	116	55.8%
renew	192	169	88.0%
respect	170	150	88.2%
revise	206	157	76.2%
rhythm	186	44	23.7%
roommate	170	117	68.8%
satisfies	211	118	55.9%
scale	203	158	77.8%
science	193	149	77.2%
search	208	163	78.4%
separating	206	54	26.2%
shell	211	199	94.3%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
sign	192	139	72.4%
skin	211	205	97.2%
slippery	208	135	64.9%
slogan	209	140	67.0%
soft	193	188	97.4%
solemn	193	50	25.9%
someone	191	178	93.2%
spring	186	178	95.7%
starve	191	153	80.1%
stomach	170	119	70.0%
strange	190	156	82.1%
studious	192	65	33.9%
submits	208	133	63.9%
submittal	193	11	5.7%
subscription	170	106	62.4%
system	193	145	75.1%
they're	209	89	42.6%
thighs	203	107	52.7%
third	193	151	78.2%
thus	211	128	60.7%
typing	190	160	84.2%
unnecessary	211	38	18.0%
usable	193	77	39.9%
veil	209	39	18.7%
victorious	193	94	48.7%
villainously	170	9	5.3%
war	211	208	98.6%
wasn't	208	170	81.7%
weight	198	152	76.8%
wide	211	200	94.8%

Number of Words Attempted:	150
Average Persons per Word	197.8
Average Correct Responses	128.0

Average Percent Correct -

Individuals Tested as Unit	64.7%
Words Tested as Unit	64.9%

Anchorage School District
Spelling Test Scoring Program
Spring 2000

Alphabetical Word List
Grade 6

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
ability	187	141	75.4%
accented	219	126	57.5%
achieve	223	111	49.8%
admiration	211	94	44.5%
advisory	201	95	47.3%
agent	219	190	86.8%
allowance	201	113	56.2%
animals	207	183	88.4%
anniversary	191	79	41.4%
annoyance	191	88	46.1%
appearance	219	104	47.5%
appetite	187	71	38.0%
apply	191	146	76.4%
appreciation	209	92	44.0%
approximately	182	32	17.6%
attorneys	172	16	9.3%
banjo	189	151	79.9%
basic	184	164	89.1%
beneficially	209	29	13.9%
beside	219	210	95.9%
betrayed	207	124	59.9%
betrays	187	132	70.6%
bottom	195	176	90.3%
break	201	155	77.1%
brown	206	199	96.6%
cancels	206	140	68.0%
capital	207	167	80.7%
capitalized	223	144	64.6%
carefully	219	169	77.2%
characterize	209	82	39.2%
chemical	187	106	56.7%
clarity	211	125	59.2%
comfortable	195	121	62.1%
conclude	193	136	70.5%
congress	189	164	86.8%
conscience	211	39	18.5%
continues	209	167	79.9%
continuing	201	155	77.1%
correct	206	171	83.0%
could've	172	121	70.3%
courage	182	126	69.2%
critically	207	106	51.2%
decide	182	151	83.0%
decision	195	93	47.7%
declaratory	211	64	30.3%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
dejected	206	170	82.5%
denying	184	100	54.3%
describable	187	64	34.2%
dietician	211	32	15.2%
direction	219	168	76.7%
disapproves	219	63	28.8%
disguise	189	84	44.4%
double-header	182	76	41.8%
dry	182	174	95.6%
equivalent	191	45	23.6%
essentially	207	34	16.4%
everything	187	170	90.9%
exclamatory	206	97	47.1%
experiment	172	94	54.7%
explanatory	172	72	41.9%
fell	172	160	93.0%
focusing	191	118	61.8%
frantically	211	108	51.2%
friend	201	187	93.0%
gas	206	200	97.1%
gasoline	195	146	74.9%
grew	223	201	90.1%
grievance	191	20	10.5%
heroes	193	65	33.7%
honorary	191	114	59.7%
ignorance	189	98	51.9%
illegal	195	113	57.9%
imaginable	219	100	45.7%
immunize	211	87	41.2%
impede	189	48	25.4%
impractical	195	122	62.6%
improper	184	156	84.8%
inflammatory	187	14	7.5%
inflexible	193	100	51.8%
insist	172	137	79.7%
intelligible	172	32	18.6%
interest	207	115	55.6%
introductory	201	133	66.2%
irresponsible	207	100	48.3%
kitchen	189	173	91.5%
lassos	211	83	39.3%
late	209	199	95.2%
legend	195	141	72.3%
length	182	126	69.2%
literary	195	101	51.8%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 6

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
literature	219	102	46.6%
longer	206	197	95.6%
lot	193	169	87.6%
meat	184	175	95.1%
middle	189	173	91.5%
migratory	223	171	76.7%
modeled	193	119	61.7%
musician	184	102	55.4%
object	209	179	85.6%
occupies	195	137	70.3%
occur	191	93	48.7%
office	223	208	93.3%
oil	182	177	97.3%
past	219	196	89.5%
pedaling	201	67	33.3%
physician	172	47	27.3%
plane	223	207	92.8%
politician	184	52	28.3%
portray	209	137	65.6%
portraying	206	107	51.9%
practice	223	195	87.4%
prearrange	209	120	57.4%
preface	189	153	81.0%
produce	201	181	90.0%
product	209	183	87.6%
programming	191	63	33.0%
projectile	206	149	72.3%
qualify	193	107	55.4%
quotable	223	132	59.2%
record	184	156	84.8%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
referring	223	99	44.4%
refuel	223	175	78.5%
requirement	187	85	45.5%
requires	184	112	60.9%
requiring	182	113	62.1%
respectable	207	138	66.7%
sand	201	199	99.0%
sentimental	187	51	27.3%
separate	195	33	16.9%
shovels	209	149	71.3%
silo	201	130	64.7%
simple	184	163	88.6%
sold	193	178	92.2%
son	182	174	95.6%
song	211	208	98.6%
sophomore	189	56	29.6%
speed	189	185	97.9%
square	193	170	88.1%
surveying	211	109	51.7%
themselves	172	115	66.9%
total	207	183	88.4%
traveling	206	154	74.8%
visualize	191	111	58.1%
who'll	193	152	78.8%
whose	184	44	23.9%
wish	187	185	98.9%
women	193	144	74.6%
won	182	175	96.2%
wonder	172	137	79.7%
yard	207	198	95.7%

Number of Words Attempted:	150
Average Persons per Word	197.9
Average Correct Responses	125.9

Average Percent Correct –

Individuals Tested as Unit	63.6%
Words Tested as Unit	63.5%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 7

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
acquaintance	185	22	11.9%
action	217	211	97.2%
addressed	185	141	76.2%
adjustment	216	186	86.1%
adopt	162	130	80.2%
afternoon	253	250	98.8%
against	196	164	83.7%
age	175	174	99.4%
aggressive	208	53	25.5%
amount	217	205	94.5%
appendix	196	94	48.0%
assurance	253	108	42.7%
astrology	185	147	79.5%
attack	253	214	84.6%
attention	185	156	84.3%
attitude	162	117	72.2%
bachelor	185	72	38.9%
base	217	207	95.4%
beautiful	175	139	79.4%
benefited	175	41	23.4%
blood	253	239	94.5%
burglary	217	103	47.5%
cafeteria	175	93	53.1%
canceling	217	126	58.1%
cattle	216	187	86.6%
cause	253	237	93.7%
circle	216	199	92.1%
circumference	185	70	37.8%
clearance	208	128	61.5%
commercial	216	130	60.2%
committing	185	66	35.7%
complete	208	181	87.0%
conferring	175	49	28.0%
conjunction	196	141	71.9%
considerable	175	116	66.3%
consist	223	190	85.2%
constructed	223	195	87.4%
country	217	198	91.2%
deal	216	208	96.3%
death	223	220	98.7%
decline	253	230	90.9%
deep	216	215	99.5%
detention	223	179	80.3%
diameter	196	173	88.3%
dieticians	223	30	13.5%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
directory	196	162	82.7%
dirigible	175	10	5.7%
dynamically	217	54	24.9%
easy	162	157	96.9%
eclipse	216	134	62.0%
election	185	173	93.5%
electrically	185	89	48.1%
eligible	216	72	33.3%
entertainment	223	175	78.5%
evening	196	181	92.3%
evidence	185	132	71.4%
explain	253	213	84.2%
exterior	175	96	54.9%
ferociously	217	50	23.0%
financial	185	110	59.5%
flat	162	157	96.9%
floor	253	244	96.4%
focused	175	141	80.6%
follow	162	146	90.1%
fresh	175	167	95.4%
fuel	208	174	83.7%
glad	162	148	91.4%
half-hour	216	122	56.5%
hat	208	205	98.6%
heart	217	208	95.9%
heat	162	158	97.5%
held	208	196	94.2%
history	185	178	96.2%
hole	196	191	97.4%
huge	175	165	94.3%
ice	175	172	98.3%
illegible	175	43	24.6%
imprison	162	95	58.6%
incurable	223	134	60.1%
indestructible	175	11	6.3%
influence	253	194	76.7%
inspire	208	145	69.7%
invisible	223	137	61.4%
judicial	216	111	51.4%
kangaroo	223	180	80.7%
kangaroos	175	139	79.4%
labeled	223	106	47.5%
leaves	253	218	86.2%
magically	253	142	56.1%
magician	185	119	64.3%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 7

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
major	196	185	94.4%
modern	196	173	88.3%
modernize	175	111	63.4%
north	175	173	98.9%
notable	196	109	55.6%
oblige	223	139	62.3%
observance	162	70	43.2%
organize	185	155	83.8%
pass	217	215	99.1%
pedal	175	100	57.1%
pedaled	175	80	45.7%
pedestrian	208	85	40.9%
persistence	217	29	13.4%
pessimistically	185	24	13.0%
pianos	216	164	75.9%
plan	175	175	100.0%
please	196	179	91.3%
president	175	149	85.1%
profitable	208	157	75.5%
programs	217	194	89.4%
racial	217	115	53.0%
ratios	216	142	65.7%
recognize	253	112	44.3%
register	253	184	72.7%
regress	208	156	75.0%
repentance	162	83	51.2%
resemblance	196	96	49.0%
resent	253	192	75.9%
revision	162	128	79.0%
rich	196	192	98.0%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
satisfactory	223	173	77.6%
send	175	172	98.3%
ship	196	194	99.0%
should	216	208	96.3%
silos	208	95	45.7%
silver	175	170	97.1%
similar	175	122	69.7%
size	253	253	100.0%
solitary	175	119	68.0%
spread	162	146	90.1%
straight	196	144	73.5%
street	175	175	100.0%
study	216	210	97.2%
submarine	162	118	72.8%
summary	208	156	75.0%
sustain	217	155	71.4%
tail	223	212	95.1%
tall	175	173	98.9%
team	223	223	100.0%
temporary	175	87	49.7%
touchdown	208	149	71.6%
trip	175	169	96.6%
usually	223	186	83.4%
versus	217	88	40.6%
very	175	171	97.7%
visit	208	190	91.3%
when	162	160	98.8%
wintry	162	59	36.4%
wouldn't	216	185	85.6%
zeros	208	160	76.9%

Number of Words Attempted:	150
Average Persons per Word	201.0
Average Correct Responses	146.5

Average Percent Correct –

Individuals Tested as Unit	72.9%
Words Tested as Unit	72.7%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 8

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
accept	183	121	66.1%
according	159	141	88.7%
affect	188	143	76.1%
almost	200	194	97.0%
angle	202	189	93.6%
another	202	192	95.0%
any	202	199	98.5%
apart	200	192	96.0%
argument	183	116	63.4%
audience	214	144	67.3%
author	166	142	85.5%
available	191	135	70.7%
avenue	183	148	80.9%
band	159	157	98.7%
beginning	183	97	53.0%
believe	202	176	87.1%
below	202	200	99.0%
bicycle	211	145	68.7%
breath	202	180	89.1%
careful	200	178	89.0%
certain	214	178	83.2%
charge	211	209	99.1%
chief	188	130	69.1%
citizen	191	163	85.3%
coat	211	206	97.6%
coffee	202	154	76.2%
combine	211	188	89.1%
condition	202	193	95.5%
conscious	211	52	24.6%
continent	202	154	76.2%
couple	202	186	92.1%
daily	191	181	94.8%
dangers	166	111	66.9%
details	202	188	93.1%
develop	183	92	50.3%
didn't	188	187	99.5%
die	202	201	99.5%
double	159	153	96.2%
dust	211	208	98.6%
east	211	210	99.5%
effect	166	155	93.4%
enemy	202	164	81.2%
enjoy	183	171	93.4%
environment	166	92	55.4%
event	211	209	99.1%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
example	191	182	95.3%
excellent	202	161	79.7%
express	202	191	94.6%
extra	166	163	98.2%
finger	200	196	98.0%
forever	200	196	98.0%
frequently	159	127	79.9%
frozen	183	178	97.3%
function	200	183	91.5%
fundamental	188	120	63.8%
further	214	191	89.3%
future	188	181	96.3%
garage	214	198	92.5%
great	159	158	99.4%
group	183	180	98.4%
guidance	214	96	44.9%
hear	166	164	98.8%
herself	188	184	97.9%
hundred	200	185	92.5%
hungry	191	161	84.3%
hurt	166	162	97.6%
imagine	214	166	77.6%
increase	191	174	91.1%
indeed	211	185	87.7%
indicate	214	179	83.6%
its	188	96	51.1%
join	191	185	96.9%
juvenile	166	57	34.3%
knife	211	203	96.2%
law	200	199	99.5%
leader	188	186	98.9%
learn	166	163	98.2%
license	188	96	51.1%
magazine	191	166	86.9%
married	202	182	90.1%
match	166	160	96.4%
member	191	189	99.0%
message	214	198	92.5%
met	166	140	84.3%
miscellaneous	200	49	24.5%
mistake	183	173	94.5%
model	214	188	87.9%
money	188	186	98.9%
motion	202	192	95.0%
movement	214	205	95.8%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 8

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
narrow	214	203	94.9%
neither	159	126	79.2%
newspaper	202	188	93.1%
onto	159	148	93.1%
operation	202	134	66.3%
opinion	166	122	73.5%
opportunity	202	108	53.5%
original	202	174	86.1%
parallel	191	125	65.4%
particular	183	149	81.4%
peace	166	163	98.2%
peculiar	188	95	50.5%
perfect	200	190	95.0%
police	200	197	98.5%
political	166	149	89.8%
popular	191	185	96.9%
principal	211	83	39.3%
proceed	159	106	66.7%
pronounce	202	176	87.1%
provide	202	196	97.0%
quit	211	179	84.8%
recently	202	149	73.8%
required	159	132	83.0%
rode	211	156	73.9%
rope	159	156	98.1%
salt	214	213	99.5%
several	183	165	90.2%
shop	191	188	98.4%
shown	188	183	97.3%
silent	188	180	95.7%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
sister	159	157	98.7%
solid	202	185	91.6%
standard	188	164	87.2%
steam	159	152	95.6%
steel	191	167	87.4%
stream	200	193	96.5%
suggested	166	134	80.7%
supply	159	142	89.3%
than	159	158	99.4%
thank	191	189	99.0%
through	202	173	85.6%
throughout	214	172	80.4%
till	200	186	93.0%
title	214	202	94.4%
trade	200	196	98.0%
transportation	191	170	89.0%
truck	211	205	97.2%
tube	211	200	94.8%
twenty	159	153	96.2%
twice	183	180	98.4%
valley	202	169	83.7%
wheel	200	190	95.0%
who's	183	152	83.1%
wire	214	205	95.8%
without	183	178	97.3%
wooden	202	197	97.5%
world	202	202	100.0%
write	202	196	97.0%
yesterday	188	176	93.6%
you're	183	128	69.9%

Number of Words Attempted:	150
Average Persons per Word	191.6
Average Correct Responses	165.2

Average Percent Correct –

Individuals Tested as Unit	86.2%
Words Tested as Unit	86.3%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 9

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
acid	225	222	98.7%
activity	182	164	90.1%
ahead	207	205	99.0%
already	190	181	95.3%
although	151	142	94.0%
altos	182	115	63.2%
always	151	142	94.0%
annoying	165	140	84.8%
arithmetic	195	30	15.4%
article	225	182	80.9%
ate	182	173	95.1%
bedspreads	207	166	80.2%
been	207	201	97.1%
beige	228	81	35.5%
blew	151	147	97.4%
bottle	207	206	99.5%
bus	228	226	99.1%
buy	228	218	95.6%
cab	225	224	99.6%
cancel	165	151	91.5%
captain	151	125	82.8%
cards	190	187	98.4%
church	151	149	98.7%
comparison	139	91	65.5%
compliment	195	109	55.9%
conception	139	96	69.1%
continue	225	218	96.9%
courageous	139	51	36.7%
cupfuls	228	60	26.3%
definite	195	47	24.1%
description	151	94	62.3%
determined	228	183	80.3%
development	195	161	82.6%
dinner	139	136	97.8%
dispensary	151	44	29.1%
doesn't	151	138	91.4%
dog	187	187	100.0%
donkeys	225	158	70.2%
due	151	145	96.0%
eighty	139	134	96.4%
employee	182	141	77.5%
endeavor	228	20	8.8%
entered	165	153	92.7%
experience	139	102	73.4%
explosive	190	170	89.5%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
factory	151	145	96.0%
fictitious	225	38	16.9%
fiend	207	139	67.1%
flight	195	185	94.9%
furniture	225	181	80.4%
glass	207	206	99.5%
goose	151	149	98.7%
grate	139	120	86.3%
haven't	187	160	85.6%
heard	151	147	97.4%
here	139	138	99.3%
hers	195	126	64.6%
hot	225	220	97.8%
immediately	228	81	35.5%
industry	190	171	90.0%
instrument	195	148	75.9%
introduced	190	176	92.6%
it'd	228	200	87.7%
knew	228	221	96.9%
letter	207	201	97.1%
lie	165	161	97.6%
livelihood	187	40	21.4%
lose	182	139	76.4%
mail	165	165	100.0%
making	165	163	98.8%
mental	187	184	98.4%
moral	207	187	90.3%
morning	195	182	93.3%
mothers-in-law	228	151	66.2%
motor	190	170	89.5%
muscles	139	98	70.5%
necessary	182	65	35.7%
nice	228	225	98.7%
nine	165	163	98.8%
ninety	187	131	70.1%
nobody	190	181	95.3%
none	207	199	96.1%
observe	182	153	84.1%
one	228	228	100.0%
open	165	162	98.2%
other	225	225	100.0%
pale	187	170	90.9%
parking	228	225	98.7%
parliament	139	31	22.3%
perishable	182	58	31.9%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 9

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
pick	187	183	97.9%
poison	195	140	71.8%
pound	225	222	98.7%
press	225	223	99.1%
privacy	190	166	87.4%
progress	207	201	97.1%
project	139	134	96.4%
property	165	150	90.9%
rate	165	164	99.4%
read	207	204	98.6%
reign	225	135	60.0%
rein	182	47	25.8%
remain	207	204	98.6%
renewal	187	145	77.5%
require	195	173	88.7%
reserved	151	141	93.4%
rhythm	225	52	23.1%
ridiculous	165	69	41.8%
right	190	188	98.9%
road	190	186	97.9%
Santa Claus	151	82	54.3%
school	165	164	99.4%
seat	207	205	99.0%
sell	225	216	96.0%
serial	187	130	69.5%
shields	195	109	55.9%
should've	190	168	88.4%
sincerely	195	83	42.6%
sing	139	135	97.1%
skis	182	63	34.6%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
steal	228	207	90.8%
store	139	137	98.6%
structure	187	175	93.6%
students	187	182	97.3%
style	190	185	97.4%
sugar	165	158	95.8%
summer	182	177	97.3%
sun	190	187	98.4%
surely	207	158	76.3%
taxi	195	193	99.0%
then	151	149	98.7%
there've	187	147	78.6%
this	139	139	100.0%
tinted	187	173	92.5%
too	165	148	89.7%
trespassing	190	139	73.2%
trout	225	216	96.0%
truly	207	134	64.7%
usual	190	169	88.9%
walk	139	139	100.0%
ways	165	163	98.8%
we've	182	175	96.2%
wear	182	165	90.7%
weekday	187	176	94.1%
weren't	228	182	79.8%
what's	195	171	87.7%
would	195	192	98.5%
you'd	182	155	85.2%
you'll	187	179	95.7%
young	182	177	97.3%

Number of Words Attempted:	150
Average Persons per Word	186.9
Average Correct Responses	153.0

Average Percent Correct -

Individuals Tested as Unit	81.9%
Words Tested as Unit	82.1%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 10

Alphabetic List: Words 1 to 45

Words	Number Tested	Number Correct	Percent Correct
absolutely	182	179	63.2%
accustom	175	124	42.9%
advantageous	162	42	25.9%
affected	179	176	79.3%
agree	144	132	99.3%
altogether	166	115	59.6%
amusing	166	82	74.1%
announces	166	111	66.9%
answered	184	162	88.0%
appreciate	175	142	65.7%
aren't	171	161	79.5%
argue	144	131	91.7%
army	179	158	98.3%
at	166	166	100.0%
average	144	95	92.4%
bank	182	182	100.0%
barbecue	179	32	17.9%
bare	179	56	79.9%
bedspread	171	143	83.6%
beneficial	182	182	56.6%
better	162	161	99.4%
bread	179	60	97.2%
brief	144	130	81.9%
Britain	144	89	61.8%
burn	182	103	98.4%
cake	175	163	98.9%
care	162	74	99.4%
celebrate	184	179	88.6%
cent	144	143	98.6%
cleaners	184	182	97.3%
coarse	162	154	46.9%
committed	184	178	59.2%
conceited	175	115	33.1%
consider	179	165	92.2%
continually	182	33	70.3%
cook	175	174	99.4%
count	162	161	99.4%
courteous	144	47	23.6%
criticism	179	79	33.5%
customer	166	157	78.3%
dependent	144	136	66.0%
designer	205	177	86.3%
desperately	179	174	34.6%
destination	171	127	88.3%
dictionary	162	113	96.9%

Alphabetic List: Words 46 to 90

Words	Number Tested	Number Correct	Percent Correct
disappoint	182	84	46.2%
disastrous	144	55	25.0%
discuss	205	198	86.8%
domino	144	142	86.1%
door	182	182	100.0%
doubt	144	124	94.4%
down	171	108	98.2%
dropped	171	156	91.2%
electrical	144	125	86.8%
enter	171	160	98.2%
entrée	175	75	33.7%
escape	166	111	88.6%
exaggerate	182	173	44.0%
excitement	162	132	81.5%
exhibit	171	171	74.3%
expect	179	170	95.0%
explanation	184	143	77.7%
extraordinary	171	159	49.1%
feed	144	78	99.3%
fortunately	144	66	45.8%
fruit	166	99	96.4%
gaiety	182	115	18.1%
geese	171	60	94.2%
genuine	184	140	76.1%
guarantee	179	62	31.3%
healthy	166	123	94.6%
hose	179	98	89.4%
humorous	205	178	66.3%
hurrying	205	136	82.9%
inch	144	124	98.6%
individual	205	175	90.2%
innocent	175	124	70.9%
insert	182	80	95.6%
judgment	144	113	9.0%
lead	182	175	96.2%
leather	184	143	96.7%
led	184	125	67.9%
leisure	162	151	63.6%
let's	166	147	75.9%
lights	184	165	98.9%
mathematics	162	162	69.8%
meanness	144	114	32.6%
might've	175	109	62.3%
minute	144	105	90.3%
month	144	13	99.3%

Anchorage School District
Spelling Test Scoring Program
Spring 2000
Alphabetical Word List
Grade 10

Alphabetic List: Words 91 to 120

Words	Number Tested	Number Correct	Percent Correct
notice	162	161	100.0%
pair	182	172	95.1%
pedestrians	144	136	72.9%
performance	162	138	85.2%
permitted	144	124	86.1%
personnel	144	23	16.0%
persuade	179	142	54.7%
phone	166	160	100.0%
plain	162	76	93.2%
planned	175	147	81.1%
portrayed	205	170	67.3%
potatoes	205	193	82.9%
precedes	171	151	35.1%
process	162	132	95.1%
pull	166	166	98.8%
pursue	162	103	45.7%
quarts	182	167	89.0%
raise	182	162	94.5%
receipt	144	142	38.2%
refrigerated	171	99	57.9%
repeat	144	136	94.4%
reservations	205	138	85.4%
responsible	175	135	77.1%
rinse	182	128	91.8%
rooms	175	107	93.1%
rubber	184	166	97.3%
safety	205	118	78.5%
salary	205	181	88.3%
sale	205	201	96.6%
saucer	175	173	76.6%

Alphabetic List: Words 121 to 150

Words	Number Tested	Number Correct	Percent Correct
scene	175	59	85.1%
schedule	179	114	63.7%
seize	179	114	44.1%
serious	144	133	91.0%
settled	184	58	89.7%
sow	205	170	57.6%
spot	205	185	98.0%
statement	144	137	95.1%
straighten	144	118	78.5%
stubborn	184	184	67.4%
succeed	166	130	69.3%
symbol	179	143	88.3%
terrible	144	36	79.2%
that'll	166	155	93.4%
they'd	205	182	88.8%
this'll	171	136	93.6%
timetable	175	58	61.1%
tired	166	157	94.6%
tragedy	166	126	49.4%
tries	205	193	94.1%
twelve	171	168	93.0%
vacuum	184	124	31.5%
valuable	144	110	76.4%
vein	144	143	54.2%
waive	171	168	63.2%
wanted	171	171	100.0%
west	184	163	100.0%
won't	175	149	84.0%
worth	162	160	98.8%
would've	184	109	90.2%

Number of Words Attempted:	150
Average Persons per Word	171.2
Average Correct Responses	132.0

Average Percent Correct –

Individuals Tested as Unit	77.1%
Words Tested as Unit	76.7%

ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1999-2000

Part II Schools Overview

ASSESSMENT AND EVALUATION DEPARTMENT

Assessment and Evaluation Report #00-01
September 2000

Anchorage School District
Profile of Performance
1999-2000

Part II
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Anchorage School District
Profile of Performance
1999-2000

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Anchorage School District
Profile of Performance
1999-2000

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Anchorage School District
Profile of Performance
1999-2000

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Table 1

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase academic excellence	Partially Attained
Establish a supportive learning environment	Attained
Ensure public accountability	Attained

BUDGET*	
1998-1999 Expenditures	$313,806,375
1999-2000 Budgeted Amount	$328,376,412
2000-2001 Adopted Budget	$313,807,164

*Dollars budgeted or expended are general fund only.

Anchorage School District Overview

School Report Card Statement

The Anchorage School Board, Superintendent and District staff committed that:

- all students will acquire basic skills and strategies to read independently by the end of the third grade.
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling.
- student performance standards will be adopted in the areas of reading, mathematics and Language Arts.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP

September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
48,746	Elementary 99%	2,986 Elem	1,172	2,982
	Middle Level 81%	2,739 Sec	918	591
	High School 90%		44	773

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,731.0	48,863.1	93.6%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	116	Special Ed. Aides	25.355
Classroom Teachers	2002.2	Title I Coordinators	12.5
Librarians	74.5	Bilingual Tutors	33.06
Special Education Teachers	348.1	Indian Ed. Tutor/Counselor	16.8
Pre-School Teachers	5.5	Library Aides	1.4
Art Teachers	57.4	Title I Tutor/TA	3.0
Music Teacher	57.2	Title I Parent Worker	12.5
Physical Ed. Teacher	57.4	Teacher Assistants/Aides	50.75
Gifted Teacher	25.8	Pre-School Aides	8.0
Bilingual Teachers	40	Interpreter	3.0
Counselors	69.7	Title VII Specialist	1.0
Nurses	67.5	Title VII Secretary/FSSC	.5
Headmaster	1.0	Clerical Support	235.68
ROTC Teacher	4.0	Custodians	271.3
Technology Teacher	1.0	International Tutors	10
Support Teachers	3.0	Speech Tutor	4.0
Indian Ed Teacher	1.0	Indian Ed Supervisor	1.0
Special Education Counselor	1.0	Computer TA	.6

Special Programs: Bilingual Ed., Title I, Title VII, Slingerland for grades 1-6, Full day Kindergarten, Intensive needs sites, Indian Ed., Migrant Ed., Computer Labs, Gifted sites, Community Schools, Open Optional, Special Ed Pre-school, Breakfast program, partial Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-6, Underachieving, Children in transition, Resolving conflicts creatively (RCCP)

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 1999

Other	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
197	31,759	4,263	5,950	4,460	2,665	17,535	49,294
0.40%	64.43%	8.65%	12.07%	9.05%	5.41%	35.57%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-2000	Elementary	27,629	8,786	32%
	Middle Level	7,362	1,759	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	57	21	14	23	33	13	178	147	486
Percent Not Promoted	0%	1%	.5%	.3%	.5%	.8%	.3%	.4%	4.2%	1.5%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	6,736	4,789	4,646	2,887	33,716	312	53,086
Final Dropouts	356	125	152	78	653	13	1,377
Percent Dropouts	5.29%	2.61%	3.27%	2.70%	1.94%	4.17%	2.59%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	27,717	2,836	2,144	2,168	2,121	9,269	33.4%
Sec.	21,062	2,209	3,283	1,421	1,307	8,220	39%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	6,736	4,789	4,646	2,887	33,716	312	53,086
% in One Sch.	68.66%	82.04%	75.48%	76.41%	84.52%	55.45%	80.88%
% in Same Sch.	53.85%	60.60%	54.54%	57.46%	61.34%	7.37%	56.20%

Anchorage School District Achievement

Cat Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	60	55	51
	No.	3773	3918	3729	3822
Reading Comprehension	%ile	62	60	58	62
	No.	3775	3922	3729	3818
Total Reading	**%ile**	**62**	**61**	**59**	**57**
	No.	3754	3913	3723	3816
Language Mechanics	%ile	48	59	69	67
	No.	3785	3913	3725	3815
Language Expression	%ile	59	59	63	61
	No.	3783	3911	3726	3821
Total Language	**%ile**	**54**	**60**	**67**	**65**
	No.	3777	3903	3716	3812
Math Computation	%ile	60	65	59	67
	No.	3783	3904	3729	3819
Math Concepts and Applications	%ile	62	68	65	72
	No.	3773	3899	3729	3819
Total Mathematics	**%ile**	**63**	**68**	**64**	**69**
	No.	3766	3889	3722	3812
Total Battery	**%ile**	**61**	**64**	**65**	**65**
	No.	3705	3864	3691	3775
Word Analysis	%ile	51			
	No.	3776			
Study Skills	%ile		66	58	60
	No.		3889	3713	3792
Spelling	%ile	51	57	52	50
	No.	3784	3919	3726	3824
Science	%ile	60	61	49	53
	No.	3777	3889	3708	3796
Social Studies	%ile	60	57	63	57
	No.	3772	3881	3707	3792

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested (continued)

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	59	60	54	58
	No.	3608	3482	3278	2884
Reading Comprehension	%ile	66	63	62	64
	No.	3609	3481	3279	2885
Total Reading	**%ile**	**64**	**63**	**61**	**63**
	No.	3608	3479	3275	2880
Language Mechanics	%ile	67	61	66	61
	No.	3618	3471	3283	2887
Language Expression	%ile	55	55	58	56
	No.	3615	3470	3280	2887
Total Language	**%ile**	**62**	**59**	**60**	**60**
	No.	3611	3467	3275	2878
Math Computation	%ile	61	50	63	60
	No.	3606	3481	3284	2881
Math Concepts and Applications	%ile	66	74	72	72
	No.	3602	3480	3282	2885
Total Mathematics	**%ile**	**65**	**62**	**68**	**67**
	No.	3600	3477	3273	2873
Total Battery	**%ile**	**65**	**67**	**66**	**66**
	No.	3542	3397	3225	2803
Study Skills	%ile	58	49	59	54
	No.	3603	3486	3279	2887
Spelling	%ile	50	47	52	51
	No.	3616	3479	3285	2893
Science	%ile	67	80	69	69
	No.	3595	3485	3265	2894
Social Studies	%ile	66	64	68	65
	No.	3596	3487	3270	2890

Anchorage School District Achievement

		SAT/ACT				
Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	2,334	2,588	2,303	2,319	2,295
SAT	Percent Tested	59.6%	57%	56%	58%	55%
	Verbal	524	523	526	522	528
	Math	530	530	533	527	529
ACT	Percent Tested	30%	25%	26%	26%	30%
	English	22.3	22.2	22.5	21.8	22.0
	Math	24.1	23.4	23.9	23.6	22.7

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.90	0.89	0.97	0.94
Mathematics	0.85	0.80	0.71	0.42
Science	0.85	0.82	0.79	0.51
Social Studies	0.87	0.87	0.97	1.05
Others	1.86	1.83	1.81	2.10
Total	5.33	5.21	5.24	5.02

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL
SPRING 1999-2000
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	2798	28.2	37.8	34.0	64	65*
	Lang. Arts	2791	25.6	31.1	43.3	56	63*
	Math	2778	23.3	29.3	47.4	63	73*
5	Reading	2758	31.4	37.2	31.4	63	63
	Lang. Arts	2748	18.3	35.2	46.5	61	71*
	Math	2750	32.5	34.8	32.7	68	68
6	Reading	2853	32.4	38.5	29.1	63	62
	Lang. Arts	2855	32.4	38.5	29.1	70	70
	Math	2841	20.6	36.4	43.4	66	74*
7	Reading	2270	23.6	36.6	39.8	60	65*
	Lang. Arts	2269	35.5	39.6	24.9	67	64*
	Math	2260	33.5	40.2	26.3	70	67*
8	Reading	2750	26.6	43.2	30.2	66	66
	Lang. Arts	2738	32.5	41.6	25.9	65	62*
	Math	2736	32.2	43.5	24.3	68	66*
9	Reading	2518	37.6	40.4	21.9	69	63*
	Lang. Arts	2514	28.8	42.4	28.8	63	63
	Math	2500	21.2	45.0	33.8	68	71*
10	Reading	2336	25.8	42.5	31.7	64	66*
	Lang. Arts	2341	29.6	41.6	28.8	63	63
	Math	2337	33.1	42.9	24.0	73	70*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT
SPRING 1999-2000
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	3308	28.4	37.4	34.2	64	64*
	Lang. Arts	3300	25.5	30.5	44.0	54	62*
	Math	3284	23.7	29.3	47.3	62	71*
5	Reading	3196	31.5	37.5	31.0	61	61
	Lang. Arts	3190	18.4	34.9	46.7	60	70*
	Math	3198	31.8	34.9	33.3	67	67
6	Reading	3300	32.7	38.1	29.2	62	61*
	Lang. Arts	3301	32.8	38.2	29.0	69	68*
	Math	3288	21.2	36.6	42.2	65	72*
7	Reading	3023	22.2	36.6	41.2	61	67*
	Lang. Arts	3017	34.4	39.2	26.4	68	68*
	Math	3010	33.8	39.7	26.5	70	68*
8	Reading	2997	26.8	43.6	29.7	65	65
	Lang. Arts	2987	32.3	41.4	26.3	64	61*
	Math	2985	32.6	43.2	24.2	67	64*
9	Reading	2736	37.8	40.2	22.1	68	68*
	Lang. Arts	2729	29.3	41.9	28.8	62	62
	Math	2719	21.1	44.8	34.0	67	70*
10	Reading	2480	25.7	42.5	31.8	64	68*
	Lang. Arts	2485	30.0	41.4	28.6	63	62
	Math	2478	33.0	43.1	23.9	72	69*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-2000

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	61	60	63	64	64
	Total Lang. Arts	60	59	63	63	56
	Total Mathematics	68	65	67	69	62
	Total Battery	64	62	65	66	61
6	Total Reading	57	60	60	61	61
	Total Lang. Arts	65	66	65	66	63
	Total Mathematics	69	68	67	68	67
	Total Battery	65	66	65	66	64
8	Total Reading	63	65	64	63	63
	Total Lang. Arts	59	59	59	57	55
	Total Mathematics	62	64	63	64	62
	Total Battery	67	65	64	64	62
10	Total Reading	63	62	64	62	66
	Total Lang. Arts	60	56	58	55	57
	Total Mathematics	67	65	67	65	66
	Total Battery	66	61	61	64	65

Table 2

Abbott Loop School Overview

Statement of Program

Abbott Loop Elementary School houses a K-6 traditional program with a full-day kindergarten program. Abbott Loop emphasizes academic achievement and mastery of the basics for all students. The academic staff includes classroom teachers, music teacher, P. E. teacher, librarian, and bilingual tutors. A full time nurse is also available. An art teacher, orchestra teacher, speech specialist and psychologist provide instruction and services. Special education teachers provide both in-class and individualized instruction.

Abbott Loop has a student assistant team and is a partner in the student advocate team which consists of a community medical representative, social worker, counselor, and the school nurse. The team meets once a month to hear school cases that do not meet student assistance case requirements or needs.

Abbott Loop's traditional setting, aimed at a variety of teaching styles and learning styles, provides the following: a curriculum designed to offer a variety of options and experiences; a discipline policy aimed at pupil responsibility for appropriate behavior; activities that promote self direction, mutual respect, decision making, critical thinking, and net worth; a comprehensive evaluation process based on planning and selection of appropriate materials to note growth and outcomes. Abbott Loop also has a before and after school child care program.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading	Attained
Improve in language arts	Attained

BUDGET*

1998-99 Expenditures	$1,909,923
1999-00 Budgeted Amount	$2,054,792
2000-01 Adopted Budget	$2,060,630

*Dollars budgeted or expended are general fund only.

Abbott Loop School Overview

Abbott Loop School Report Card Statement

Abbott Loop Elementary School **Bonnie Wallace**

Abbott Loop Elementary School This year our students progressed significantly in reading, writing and math. Our overall scores on informal reading assessments, 6 Traits writing rubrics and the CAT statewide achievement test, as well as the benefit of our kindergarten developmental profiles indicate our students increased in their performance significantly.

Our school goals and reading plan for this school year placed a strong emphasis on reading comprehension.

In order to address ASD Performance Standards in reading, Abbott Loop students were to demonstrate growth in comprehension of story, develop increased knowledge of basic phonemic principles, and demonstrate a working knowledge of skills and strategies while reading. They were also to improve attitude and behaviors toward print, construct meaning from print, using their prior knowledge and experiences, and demonstrate knowledge of skills and strategies while reading. Those identified were provided with Guided Reading Groups, Peer Tutors, Cooperative lessons, work with parent volunteers, one-on-one time, Activities based on Reading Recovery Strategies.

Teachers this year were introduced to 6 Traits for writing and conducted pre and post tests for all students 3-6th grade. This was our first year of specific writing instruction and scoring. This next school year staff will also be trained using "First Steps" for Writing.

Teachers at Abbott Loop acknowledge that not all children develop and learn at a specific time or rate and our desire is that opportunities and learning strategies will be provided for these students to maximize their chances for success to become independent and lifelong readers and writers.

Abbott Loop School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
605	129%	103	4	76

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
560.6	592.5	94.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	10	7	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.0
Classroom Teachers	26.0	Teacher Assistants/Aides	2.5
Special Education Teachers	4.0	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.5
Art Teachers	1.5		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Intensive Needs site

Abbott Loop School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
350 57%	62 10%	86 13%	61 9%	31 5%	15 2%	255 42%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	592	153	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	1	0	0	1
Percent Not Promoted	0%	0%	0%	1.4%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
605	32	54	33	39	158	26.1%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	101	63	71	34	381	19	669
% in One Sch.	73.27%	84.13%	80.28%	67.65%	83.20%	63.16%	80.12%
% in Same Sch.	62.38%	76.19%	70.42%	73.53%	65.35%	0.00%	65.02%

Abbott Loop School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	50	56	44
	No.	81	67	77	83
Reading Comprehension	%ile	58	50	53	57
	No.	80	67	76	82
Total Reading	**%ile**	**57**	**50**	**56**	**52**
	No.	80	67	76	82
Language Mechanics	%ile	51	47	60	52
	No.	82	68	78	83
Language Expression	%ile	54	45	58	61
	No.	81	68	77	83
Total Language	**%ile**	**53**	**46**	**58**	**57**
	No.	81	67	76	83
Math Computation	%ile	64	63	46	70
	No.	80	67	77	82
Math Concepts and Applications	%ile	45	55	61	62
	No.	81	68	76	82
Total Mathematics	**%ile**	**54**	**60**	**54**	**66**
	No.	80	67	76	82
Total Battery	**%ile**	**55**	**52**	**58**	**58**
	No.	78	64	74	81
Word Analysis	%ile	41			
	No.	80			
Study Skills	%ile		55	57	52
	No.		67	78	82
Spelling	%ile	45	46	45	49
	No.	83	68	78	83
Science	%ile	50	47	50	46
	No.	82	69	78	82
Social Studies	%ile	50	42	60	48
	No.	82	69	78	82

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	50	56	66	59	45
4	Total Lang. Arts	46	45	69	55	46
4	Total Mathematics	60	54	70	65	58
6	Total Reading	52	45	41	52	53
6	Total Lang. Arts	57	49	51	62	55
6	Total Mathematics	66	51	45	61	56

Abbott Loop School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	84	81	96	1	0	3
4	70	69	98	0	0	1
5	80	78	97	1	0	1
6	86	83	96	1	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	42	23.8	40.5	35.7	49	56
	Lang. Arts	44	27.3	27.3	45.5	52	59
	Math	45	24.4	28.9	46.7	52	67*
5	Reading	56	41.1	23.2	35.7	58	58
	Lang. Arts	56	19.6	48.2	32.1	52	59
	Math	57	31.6	38.6	29.8	56	56
6	Reading	69	29.0	36.2	34.8	45	50
	Lang. Arts	70	28.6	37.1	34.3	52	56
	Math	70	12.9	31.4	55.7	49	65*

* Indicates Significant Difference in Means at .05 level.

Table 3

Airport Heights School Overview

Statement of Program

Airport Heights Elementary provides a complete school experience for children grades K-6 including both regular and special education. Each child receives regular scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning and an optimistic approach to the future.

SCHOOL GOALS

Goal	Level of Achievement
Improve writing.	Partially Attained
Read independently at end of grade 3.	Attained

BUDGET*

1998-99 Expenditures	$1,333,874
1999-00 Budgeted Amount	$1,374,775
2000-01 Adopted Budget	$1,379,154

*Dollars budgeted or expended are general fund only.

Airport Heights School Overview

School Report Card Statement

Airport Heights Elementary School **Karen Reeve**

This year the school had three significant goals to work on. We established our goals through a collaborative process with our PTA and faculty. We embarked on a mission to: 1) to improve student writing using the 6 traits of writing; 2) improve reading comprehension; 3) increase the opportunities for our students to integrate current technology within the curriculum.

In addition to working on our school report card goals our attention and focus was on addressing the student performance standards and preparing our students for the Benchmark exams. We selected writing as a focus because we felt that it was an area we needed to address based on our understanding of the needs of our students and the format for the benchmark tests. The major obstacle we had in meeting our writing goal was the inability to find an instructor to teach a class on the 6 traits of writing. As a part of the alternative evaluation model, both the primary and intermediate teams worked on writing. We have done a good job of clarifying the standards for our students and have began to explore the 6 traits of writing. We look forward to continuing this goal. We wrote and have been awarded a Title 6 grant. The money will be used to train selected staff members to attend the Vicky Spandel Writing Training this summer. We will offer a 1 credit course next school year.

We met our reading comprehension goal. 78% of our students showed a year's growth or more in a year's time. This is a significant statistic given that we are testing more learning disabled, special education students.

Technology opportunities have increased for our students. Our school received 24 of the leased IMacs. We placed 9 in the primary classrooms and put 15 in a computer lab. Unfortunately we will not be getting additional hardware. Through a combined effort by the PTA, Student Council and our operating budget we have ordered an additional 5 computers for next year. We plan to continue the technology goal by offering more teacher training in the use of software applications and key boarding skills for students.

Airport Heights School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
320	89%	67	4	20

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
299.9	321.9	93.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	4	-
Intermediate	-	4	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	8.1
Classroom Teachers	13.0	Indian Ed. Tutor/Counselor	.4
Librarians	1.0	Teacher Assistants/Aides	2.0
Special Education Teachers	4.5	Bilingual Tutor	1.0
Music Teachers	.8	Clerical Support Staff	1.5
Art Teachers	.4	Custodians	2.0
Physical Education Teachers	.8		
Nurses	.5		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Intensive Needs Site

Airport Heights School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
175	32	51	23	27	12	145
54%	10%	15%	6%	8%	3%	45%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	321	134	42%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	2	0	0	0	0	0	2
Percent Not Promoted	0%	4.0%	0%	0%	0%	0%	0%	.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
320	15	18	24	20	77	24.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	62	24	38	27	195	12	358
% in One Sch.	64.52%	87.50%	76.32%	96.30%	82.56%	100.00%	80.73%
% in Same Sch.	51.61%	58.33%	65.79%	85.19%	68.72%	33.33%	64.80%

Airport Heights School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	65	54	48	44
	No.	38	42	33	45
Reading Comprehension	%ile	66	56	55	62
	No.	38	42	33	45
Total Reading	**%ile**	**67**	**56**	**53**	**54**
	No.	38	42	33	45
Language Mechanics	%ile	52	69	69	54
	No.	38	41	33	45
Language Expression	%ile	53	62	57	60
	No.	38	41	33	45
Total Language	**%ile**	**53**	**66**	**64**	**57**
	No.	38	41	33	45
Math Computation	%ile	59	73	56	58
	No.	38	41	33	44
Math Concepts and Applications	%ile	63	66	63	63
	No.	38	42	33	44
Total Mathematics	**%ile**	**62**	**71**	**61**	**60**
	No.	38	41	33	44
Total Battery	**%ile**	**61**	**64**	**61**	**57**
	No.	38	41	33	44
Word Analysis	%ile	49			
	No.	38			
Study Skills	%ile		64	55	49
	No.		41	33	45
Spelling	%ile	52	54	44	40
	No.	38	42	33	45
Science	%ile	64	47	40	43
	No.	38	41	33	44
Social Studies	%ile	67	47	61	47
	No.	38	41	33	44

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	56	56	58	55	46
4	Total Lang. Arts	66	59	64	54	36
4	Total Mathematics	71	68	63	55	36
6	Total Reading	54	46	56	49	53
6	Total Lang. Arts	57	49	61	60	57
6	Total Mathematics	60	51	60	57	68

Airport Heights School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	38	38	100	0	0	0
4	42	42	100	0	0	0
5	34	33	97	1	0	0
6	45	45	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	29	20.7	44.8	34.5	50	57
	Lang. Arts	29	6.9	10.3	82.8	36	71*
	Math	29	6.9	27.6	65.5	49	72*
5	Reading	25	28.0	48.0	24.0	56	57
	Lang. Arts	25	20.0	44.0	36.0	60	69
	Math	25	40.0	24.0	36.0	68	65
6	Reading	37	32.4	37.8	29.7	60	60
	Lang. Arts	37	37.8	40.5	21.6	70	64
	Math	37	32.4	35.1	32.4	65	64

* Indicates Significant Difference in Means at .05 level.

Table 4

Alpenglow School Overview

Statement of Program

Alpenglow Elementary School is a traditional neighborhood school that provides an exceptional K-6 program to its students and community. The instructional staff includes K-6 teachers, special education teachers, music teacher, physical education teacher, and a librarian.

Alpenglow is dedicated to offering its students a comprehensive education with an emphasis on high academic achievement, technology, creative problem solving and mastery of basic skills. There is an ongoing emphasis on the whole child: affective development, self discipline, sound-decision-making and good interpersonal skills.

Alpenglow enjoys strong parental involvement and is dedicated to continuing and expanding its partnership with the community.

SCHOOL GOALS	
Goal	**Level of Achievement**
Teachers become familiar with state and local standards.	Attained
Improve written expression.	Attained

BUDGET*	
1998-99 Expenditures	$1,903,338
1999-00 Budgeted Amount	$1,860,148
2000-01 Adopted Budget	$1,867,445

*Dollars budgeted or expended are general fund only.

Alpenglow School Overview

School Report Card Statement

Alpenglow **Larry Huff**

Alpenglow continues to enjoy a high level of student success and achievement paired with a high degree of parent participation both in the school and in the home. Success is directly related to the ongoing positive communication and interaction between the school staff and our parent community.

The 1999-2000 school year was filled with new and exciting changes resulting from the newly adopted state and district standards. The staff participated in year long dialogue about standards, standards language, lesson design, assessments and how to customize our current curriculum to address the needed outcomes defined by respective standards. We focused on student performance standards in the language arts area; specifically the writing component. School and community commitment to achieve the goals in this area was high. The six traits writing process was taught throughout the school with each grade level developing language, rubrics and assessments that both students and parents could easily understand. Parents actively worked with the staff and students to plan, facilitate, and implement activities to ensure success in teaching the six traits writing standards.

Alpenglow standardized test scores remain significantly higher than both the national average and the mean scores for the ASD. We will integrate the new teaching and assessment practices learned this year into all subjects across the curriculum. We have an excellent school. It is through the combined efforts of our teachers, students, staff, and parents working together to achieve common goals that makes our school great.

Alpenglow School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
597	109%	90	47	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
570.8	594.8	95.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	8	-
Intermediate	-	10	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.0
Classroom Teachers	21.5	Bilingual Tutor	.25
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Gifted, Computer Labs

Alpenglow School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
523	19	18	17	20	0	74
87%	3%	2%	2%	3%	0%	12%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	595	24	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	2	3	0	0	1	10
Percent Not Promoted	5.4%	2.0%	3.4%	0%	0%	1.0%	1.9%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
597	80	41	14	23	158	26.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	22	18	21	24	558	1	644
% in One Sch.	77.27%	88.89%	90.48%	62.50%	86.92%	0.00%	85.71%
% in Same Sch.	54.55%	61.11%	61.90%	54.17%	68.46%	0.00%	66.93%

Alpenglow School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	85	75	71	63
	No.	84	85	92	93
Reading Comprehension	%ile	87	70	74	75
	No.	84	85	92	93
Total Reading	**%ile**	**88**	**74**	**75**	**71**
	No.	83	85	92	93
Language Mechanics	%ile	77	79	86	75
	No.	85	85	92	93
Language Expression	%ile	87	74	79	71
	No.	85	85	92	93
Total Language	**%ile**	**85**	**79**	**85**	**74**
	No.	85	85	92	93
Math Computation	%ile	86	82	71	77
	No.	85	85	92	93
Math Concepts and Applications	%ile	84	79	74	83
	No.	85	85	92	93
Total Mathematics	**%ile**	**88**	**84**	**75**	**81**
	No.	85	85	92	93
Total Battery	**%ile**	**89**	**81**	**82**	**77**
	No.	83	85	92	93
Word Analysis	%ile	81			
	No.	84			
Study Skills	%ile		76	71	69
	No.		85	92	93
Spelling	%ile	68	73	70	52
	No.	85	85	92	93
Science	%ile	89	74	61	64
	No.	85	85	92	93
Social Studies	%ile	85	67	76	61
	No.	85	85	92	93

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	74	82	76	77	79
4	Total Lang. Arts	79	82	75	77	76
4	Total Mathematics	84	88	81	80	84
6	Total Reading	71	70	69	64	69
6	Total Lang. Arts	74	80	79	66	71
6	Total Mathematics	81	81	75	67	67

Alpenglow School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	87	85	97	1	0	1
4	91	85	93	0	3	3
5	91	92	101	0	0	0
6	95	93	97	2	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	68	23.5	36.8	39.7	70	72
	Lang. Arts	68	13.2	32.4	54.4	67	80*
	Math	68	17.6	27.9	54.4	84	76*
5	Reading	75	38.7	46.7	14.7	82	77*
	Lang. Arts	75	26.7	29.3	44.0	82	86*
	Math	75	58.7	25.3	16.0	89	76*
6	Reading	68	26.5	39.7	33.8	76	77
	Lang. Arts	68	33.8	45.6	20.6	84	80*
	Math	68	16.2	39.7	44.1	77	84*

* Indicates Significant Difference in Means at .05 level.

Table 5

Aurora School Overview

Statement of Program

Aurora Elementary School is located on Elmendorf Air Force Base and provides a complete program of instruction to our K-6 student population of military personnel. Realizing that military personnel are moved quite often all over the world, we emphasize teaching the basics. We utilize creativity in our instructional program, along with positive self-esteem activities, all within a structured and disciplined atmosphere. Aurora is a child centered school that believes in student achievement in academic areas as well as special activities and appropriate behavior standards. Aurora staff willingly assists students in all areas of development.

SCHOOL GOALS

Goal	Level of Achievement
Implement reading plan.	Attained
Improve spelling.	Attained

BUDGET*

1998-99 Expenditures	$1,656,625
1999-00 Budgeted Amount	$1,570,321
2000-01 Adopted Budget	$1,675,463

*Dollars budgeted or expended are general fund only.

Aurora School Overview

School Report Card Statement

Aurora Elementary School **Robin Pfannstiel**

It has been a productive year of learning at Aurora Elementary School in 1999-2000. This was the first year in five years that the Aurora staff was by itself in its own building. That situation was good for morale and overall building cohesiveness.

I am pleased that we were able to achieve our spelling goals overall this year after partially attaining them the previous year. Teachers worked hard to make certain students mastered high frequency "benchmark" words.

The K-3 reading plan allowed us to again identify struggling readers and focus instruction and material resources necessary to improve those students' reading skills. Our school-wide reading incentive program again saw a majority of students participating for tangible goals. I look forward next year to the implementation of the accelerated reading program, which should increase student interest in reading.

The use of computers has greatly increased this year, due to school purchase and ASD leasing. More teachers have gotten trained in usage as well.

More and more Aurora teachers are getting trained in cooperative learning strategies and incorporating those structures in their classrooms. Hopefully, next year even more teachers will use these important strategies in their curriculum.

Aurora teachers also mapped their grade level curriculum. The purpose of that was to be cognizant of other grade levels' curriculum, as well as to avoid unneeded repetition.

While our building plant generally serves our needs, it is disappointing that ground will not be broken for a new Multi-purpose room as planned this summer. That would have allowed more programmatic flexibility. Playground upgrades will be the focus for next year.

Aurora School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
456	96%	59	6	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
422.2	437.3	96.5%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	3	9	-
Intermediate	3	4	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	22.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	1.5	Custodians	3.0
Music Teachers	1.0	Kindergarten Aides	2.25
Art Teachers	.6	1st grade Aides	1.5
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Intensive Needs Site, Slingerland 1st grade

Aurora School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
337	65	3	32	12	7	119
73%	14%	0%	6%	2%	1%	26%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	437	138	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	3	0	2	1	0	0	6
Percent Not Promoted	0%	4.3%	0%	4.0%	1.8%	0%	0%	1.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
456	54	57	24	28	163	35.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	3	38	76	16	362	10	505
% in One Sch.	66.67%	63.16%	75.00%	56.25%	79.28%	70.00%	76.44%
% in Same Sch.	66.67%	73.68%	43.42%	68.75%	56.35%	0.00%	55.05%

Aurora School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	68	64	57	55
	No.	52	56	54	50
Reading Comprehension	%ile	75	60	64	67
	No.	52	56	54	50
Total Reading	**%ile**	**73**	**63**	**63**	**62**
	No.	52	56	54	50
Language Mechanics	%ile	65	62	68	77
	No.	52	56	54	50
Language Expression	%ile	69	66	62	61
	No.	52	56	54	50
Total Language	**%ile**	**67**	**66**	**66**	**71**
	No.	52	56	54	50
Math Computation	%ile	78	81	45	67
	No.	52	56	54	50
Math Concepts and Applications	%ile	73	75	63	76
	No.	52	56	54	50
Total Mathematics	**%ile**	**78**	**80**	**55**	**73**
	No.	52	56	54	50
Total Battery	**%ile**	**74**	**70**	**63**	**70**
	No.	52	56	54	50
Word Analysis	%ile	74			
	No.	52			
Study Skills	%ile		65	53	67
	No.		56	53	50
Spelling	%ile	63	70	54	58
	No.	52	56	54	50
Science	%ile	62	60	46	59
	No.	52	56	54	50
Social Studies	%ile	63	61	61	56
	No.	52	56	54	50

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	63	58	64	N/A	55
4	Total Lang. Arts	66	64	61	N/A	53
4	Total Mathematics	80	68	73	N/A	65
6	Total Reading	62	66	61	N/A	48
6	Total Lang. Arts	71	70	65	N/A	60
6	Total Mathematics	73	59	64	N/A	66

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Aurora School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	52	52	100	0	0	0
4	56	56	100	0	0	0
5	55	54	98	0	0	1
6	51	50	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	39.4	33.3	27.3	63	61
	Lang. Arts	34	17.6	32.4	50.0	52	63*
	Math	34	14.7	41.2	44.1	66	79*
5	Reading	38	26.3	36.8	36.8	61	63
	Lang. Arts	38	28.9	36.8	34.2	68	67
	Math	38	44.7	36.8	18.4	70	57*
6	Reading	35	42.9	31.4	25.7	70	64
	Lang. Arts	35	31.4	45.7	22.9	81	72*
	Math	35	22.9	40.0	37.1	72	76

* Indicates Significant Difference in Means at .05 level.

Table 6

Baxter School Overview

Statement of Program

Baxter Elementary School provides a complete K-6 program of instruction for its students. The school staff includes a librarian, physical education teacher, music teacher, special education teachers, bilingual tutor, as well as part-time services of a nurse, art teacher, speech/language specialist, school psychologist, band and orchestra instructors. The school also houses the Community School program for the Baxter area. A before and after school child care program is available for working Baxter parents.

Baxter is dedicated to offering the students of the area a well-rounded education with an emphasis on academic achievement in the basics and a balanced program that includes instruction in art, music, physical education, and an introduction to technology. A wide variety of after school activities are provided to enrich our students' elementary years. Baxter has a 1-6 grade Slingerland program for neighborhood and district-wide students with specific language needs.

Baxter is a neighborhood school and as such we recognize that a program cannot operate without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Develop good reading habits/attitudes.	Partially Attained
Improve spelling.	Partially Attained
Implement staff enhancement/mentoring.	Attained

BUDGET*

1998-99 Expenditures	$1,710,881
1999-00 Budgeted Amount	$1,606,912
2000-01 Adopted Budget	$1,678,147

*Dollars budgeted or expended are general fund only.

Baxter School Overview

School Report Card Statement

Baxter Elementary School **Todd Hess**

Baxter is a K-6 elementary school. Our student population totals 450 students with a minority population of 38%, a 9% gain over the last four years. We have an active PTA and they in conjunction with the Baxter Community School work together to provide numerous enrichment activities for our students. After school athletic activities are common. After school drama, tutoring, choral groups, along with visiting artists and authors are additional activities supported and sponsored by our PTA and Community School. We are fortunate to have parent and community volunteers assist teachers and students on a daily basis.

Baxter elementary has just completed a major renovation. The improvements to the instructional environment are significant. In addition, the entire school has upgraded their ability to utilize the technological equipment available. We continue to apply a broader range of technology skills in our students daily school assignments as evidenced by the student survey we have made significant progress in this area over the last three years.

Our most important task is providing students with a quality instructional program. Our school adopted goals in reading and spelling in an effort to challenge students and promote excellence in their academic achievement. Through inquiry based learning projects our students made significant progress through out the year. Substantial growth in all subject areas was demonstrated through student projects, academic grades, and a variety of assessment tools.

The CAT scores indicated similar performance in most areas from this year to last. Our goal was to improve this performance area, but we do recognize that it is only one reference point when evaluating a students progress and potential. Our school will continue to focus on reading and technology in an effort to promote and encourage student excellence.

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Baxter School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
418	85%	65	6	31

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
410.3	435.9	94.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	7	-
Intermediate	-	8	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	3.0	Custodians	2.5
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Community School, Computer labs, Slingerland by grades (1-6), Ignite

Baxter School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
259	62	53	28	15	1	159
61%	14%	12%	1%	3%	0%	38%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	449	167	37%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	1	0	0	4
Percent Not Promoted	4.7%	1.4%	0%	1.3%	0%	0%	1.0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
418	33	14	20	33	100	23.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	63	33	73	21	287	1	478
% in One Sch.	74.60%	84.85%	73.97%	66.67%	86.76%	100.00%	82.22%
% in Same Sch.	58.73%	63.64%	53.42%	66.67%	66.90%	0.00%	63.39%

Baxter School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	54	46	42	51
	No.	57	76	55	75
Reading Comprehension	%ile	51	55	47	60
	No.	57	76	56	75
Total Reading	**%ile**	**53**	**51**	**46**	**56**
	No.	57	76	55	75
Language Mechanics	%ile	55	48	54	64
	No.	57	76	56	75
Language Expression	%ile	60	47	56	56
	No.	57	76	56	74
Total Language	**%ile**	**59**	**46**	**56**	**61**
	No.	57	76	56	74
Math Computation	%ile	64	55	30	65
	No.	57	75	56	75
Math Concepts and Applications	%ile	61	61	50	65
	No.	57	75	56	75
Total Mathematics	**%ile**	**64**	**60**	**40**	**64**
	No.	57	75	56	75
Total Battery	**%ile**	**58**	**51**	**49**	**61**
	No.	57	75	55	74
Word Analysis	%ile	52			
	No.	57			
Study Skills	%ile		56	47	59
	No.		76	56	75
Spelling	%ile	51	45	42	52
	No.	57	76	56	75
Science	%ile	52	54	40	48
	No.	57	76	55	75
Social Studies	%ile	56	52	56	53
	No.	57	75	55	75

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1995-96
CAT PERCENTILE RANK SCORES 1996-97 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	51	51	59	58	54
4	Total Lang. Arts	46	48	52	58	43
4	Total Mathematics	60	40	57	72	60
6	Total Reading	56	56	57	57	65
6	Total Lang. Arts	61	62	63	60	65
6	Total Mathematics	64	66	60	64	58

Baxter School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	57	57	100	0	0	0
4	75	76	101	0	0	0
5	56	56	100	0	0	0
6	77	75	97	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	54	46.3	27.8	25.9	65	55*
	Lang. Arts	54	51.9	27.8	20.4	61	50*
	Math	55	45.5	21.8	32.7	67	63
5	Reading	39	38.5	33.3	28.2	53	53
	Lang. Arts	40	20.0	22.5	57.5	49	62*
	Math	40	22.5	45.0	32.5	42	45
6	Reading	58	25.9	39.7	34.5	57	59
	Lang. Arts	60	38.3	45.0	16.7	69	63*
	Math	60	16.7	26.7	56.7	50	64*

* Indicates Significant Difference in Means at .05 level.

Table 7

Bayshore School Overview

Statement of Program

Bayshore Elementary School provides a complete K-6 program of instruction for the students. The staff includes special education resource teachers, special education teacher aides, nurse, school psychologist, speech/language specialist, bilingual tutor, classroom music teacher, band/orchestra teachers, and an art teacher.

Bayshore has full-day kindergarten and is dedicated to offering the students of the area a well-rounded educational program with emphasis placed on mastery of the basic subjects as well as music, art, and a complete after school activities program.

SCHOOL GOALS

Goal	Level of Achievement
Identify underachieving readers.	Attained
Provide assistance for underachieving readers.	Attained
Develop spelling skills.	Attained

BUDGET*

1998-99 Expenditures	$1,924,848
1999-00 Budgeted Amount	$2,297,038
2000-01 Adopted Budget	$2,302,876

*Dollars budgeted or expended are general fund only.

Bayshore School Overview

School Report Card Statement

Bayshore Elementary School **Fred Giddings**

Bayshore continues to have a high level of parent involvement and support both at school and at home. Transient level remains low and standardized test scores rank among the highest in the Anchorage School District.

Again this year the staff and principal applied for, and received grant money to focus on both reading and spelling goals. We wanted data that would be helpful in designing instruction in reading and spelling. Curriculum Based Measures or reading fluency (CBMs) as well as teacher created spelling benchmark tests, provided us with individual student profiles of performance in the two areas mention above. From this data we were able to determine which students were struggling with reading and spelling. We focused our resources on the students scoring in the lower 25th percentile. By collecting data on these students we were able to track their progress over the course of the year.

Teachers in grades k-3 received intensive training in reading and spelling instruction, and implemented those teaching strategies in small, skills based groups. Pre and post testing clearly demonstrates significant skills acquisition in reading and spelling. We are please with the outcome.

Thanks to a continued district wide focus on primary reading we were able to continue purchasing developmentally appropriate materials for emergent readers.
Teachers are continuing to receive high quality training in reading instruction. Teachers in the intermediate grades continue to hope they will be included in future training.

Bayshore School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
556	117%	99	19	28

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
532.4	559.8	95.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	8	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	21.0	Teacher Assistants/Aides	2.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	2.5	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.50
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Computer labs, Full Day Kindergarten, Indian Ed., Title I

Bayshore School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
426	12	31	60	23	4	130
76%	2%	5%	9%	4%	0%	23%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	560	41	7%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
556	23	19	10	15	67	12.1%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	35	61	12	26	450	4	588
% in One Sch.	82.86%	96.72%	91.67%	84.62%	91.56%	100.00%	91.33%
% in Same Sch.	74.29%	81.97%	83.33%	80.77%	75.78%	25.00%	76.36%

Bayshore School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	73	71	72	70
	No.	71	82	80	81
Reading Comprehension	%ile	72	70	78	78
	No.	71	82	80	81
Total Reading	**%ile**	**74**	**72**	**77**	**75**
	No.	71	82	80	81
Language Mechanics	%ile	65	72	82	82
	No.	71	81	80	81
Language Expression	%ile	75	61	78	78
	No.	71	81	80	81
Total Language	**%ile**	**72**	**68**	**81**	**82**
	No.	71	81	80	81
Math Computation	%ile	65	83	72	88
	No.	71	81	80	81
Math Concepts and Applications	%ile	71	75	81	86
	No.	69	80	80	81
Total Mathematics	**%ile**	**73**	**81**	**80**	**87**
	No.	69	80	80	81
Total Battery	**%ile**	**75**	**76**	**83**	**84**
	No.	69	80	80	81
Word Analysis	%ile	60			
	No.	71			
Study Skills	%ile		70	70	78
	No.		80	80	80
Spelling	%ile	64	72	60	68
	No.	71	81	80	81
Science	%ile	72	64	64	73
	No.	70	79	80	80
Social Studies	%ile	71	68	77	70
	No.	70	79	80	80

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	72	75	67	72	65
4	Total Lang. Arts	68	79	74	67	62
4	Total Mathematics	81	84	89	84	76
6	Total Reading	75	72	64	68	65
6	Total Lang. Arts	82	80	67	71	60
6	Total Mathematics	87	79	79	76	62

Bayshore School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	70	71	101	0	0	0
4	82	82	100	0	0	0
5	80	80	100	0	0	0
6	82	81	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	65	38.5	30.8	30.8	76	76
	Lang. Arts	65	44.6	32.3	23.1	81	73*
	Math	65	27.7	35.4	36.9	79	84
5	Reading	68	17.6	33.8	48.5	72	79*
	Lang. Arts	68	19.1	27.9	52.9	75	83*
	Math	68	41.2	33.8	25.0	87	82*
6	Reading	75	37.3	36.0	26.7	77	75
	Lang. Arts	75	28.0	38.7	33.3	80	82
	Math	75	14.7	41.3	44.0	81	87*

* Indicates Significant Difference in Means at .05 level.

Table 8

Bear Valley School Overview

Statement of Program

Bear Valley is a proud member of the Anchorage School District promoting excellence in education for students from kindergarten through sixth grade. Our mission is to promote a true sense of pride, respect and responsibility. Students are recognized as individuals having individual strengths and needs. Our instructional practices support this common belief. By emphasizing the necessity of working together with a cooperative spirit, students are taught the benefits of problem solving with a team approach. Challenges are set forth with the focus of success as our uncompromising standard.

Our well rounded curriculum contains art, music, band, orchestra, library skills, computer skills instruction and physical education as well as core curriculum subjects. Special needs students are incorporated into the regular program while allowing the flexibility for direct instruction to be addressed in the least restrictive and more supportive environment as is appropriate for the learner.

With a particular focus on technology within our school, the students of the Bear Valley community are being prepared for the work force of tomorrow, today. The guiding philosophy supporting this emerging technology at Bear Valley is the effective utilization of "technological tools" as devices which support and enhance the curriculum.

Parent and community involvement, participation and support of our exceptional teaching and classified staff are key ingredients to Bear Valley's fine educational program and positive learning environment.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve math computation skills.	Attained
Improve spelling skills.	Attained
Increase parental/community awareness of technology in school.	Attained
Improve reading skills in primary.	Attained

BUDGET*	
1998-99 Expenditures	$1,641,791
1999-00 Budgeted Amount	$1,627,832
2000-01 Adopted Budget	$1,633,670
*Dollars budgeted or expended are general fund only.	

Bear Valley School Overview

School Report Card Statement

Bear Valley Elementary School **Kevin Hoyer**

The exceptional group of teachers and staff at Bear Valley Elementary take great pride in providing students with an education that meets and exceeds national, state, and local standards. As demonstrated within this report, results attained by pre and post test data, in combination with California Achievement Test information, support the school community's strong sense of accomplishment and commitment. Bear Valley is recognized as a very desirable, highly sought, and uniquely successful elementary school throughout the city of Anchorage.

Parent and community support for the school is extraordinary, with volunteers averaging in excess of 125 hours per week. In addition, our building is home to Bear Valley Community School which significantly benefits our total program and adds greatly to the continued education of the Bear Valley community at large. We are indebted to the enormous support that is provided by the many dedicated individuals, staff and volunteer, who offer countless hours of effort on behalf of children.

Teachers and staff members at Bear Valley maintain a philosophical belief in utilizing instructional and program strategies that are consistent with the successful practices of the past, yet recognize and are attentive to, contemporary approaches that enlist "learning theories" of current research. In a very real sense, our students benefit from the best of two worlds as teachers skillfully deliver instruction along with the recognition that teaching is an art as well as a science.

Though academics are our focus, the teachers, staff, and community recognize the necessity of maintaining a clear understanding and appreciation for contemporary issues relevant to today's and tomorrow's society. We are dedicated to promoting high moral standards and social character that compliment our students' academic achievement. Bear Valley students are recognized as individuals who are highly capable of making a significant difference on behalf of others. Our motto of "PRIDE, RESPECT, and RESPONSIBILITY" echoes from the halls of Bear Valley Elementary to the future successes of our students.

Bear Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
506	105%	104	55	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
472.0	500.4	94.3%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	4	8	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	20.0	Bilingual Tutor	.16
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	2.0	Custodians	2.50
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Community School, Computer labs, Gifted, Indian Ed., Slingerland grade 1, Title I

Bear Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
444	7	32	10	13	0	62
87%	1%	6%	1%	2%	0%	12%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	503	10	2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	0	1
Percent Not Promoted	0%	1.5%	0%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
506	45	17	17	9	88	17.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	35	11	7	13	462	0	528
% in One Sch.	71.43%	90.91%	100.00%	100.00%	92.64%	0.00%	91.48%
% in Same Sch.	62.86%	81.82%	28.57%	61.54%	74.68%	0.00%	73.11%

Bear Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	81	71	74	75
	No.	71	70	84	81
Reading Comprehension	%ile	85	70	78	76
	No.	71	70	84	81
Total Reading	**%ile**	**86**	**74**	**78**	**77**
	No.	71	69	84	81
Language Mechanics	%ile	60	73	81	81
	No.	70	69	83	82
Language Expression	%ile	83	72	80	79
	No.	69	68	83	82
Total Language	**%ile**	**77**	**75**	**83**	**81**
	No.	69	67	83	82
Math Computation	%ile	74	82	77	81
	No.	61	68	84	83
Math Concepts and Applications	%ile	81	80	82	86
	No.	69	67	83	83
Total Mathematics	**%ile**	**81**	**85**	**82**	**84**
	No.	69	66	83	83
Total Battery	**%ile**	**84**	**80**	**84**	**84**
	No.	69	66	83	81
Word Analysis	%ile	78			
	No.	71			
Study Skills	%ile		75	68	74
	No.		67	83	82
Spelling	%ile	71	64	69	63
	No.	71	69	83	82
Science	%ile	84	70	65	75
	No.	67	65	83	81
Social Studies	%ile	82	70	79	80
	No.	67	66	83	81

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	84	73	79	81	80
4	Total Lang. Arts	75	65	70	84	78
4	Total Mathematics	85	75	74	82	80
6	Total Reading	77	81	74	71	70
6	Total Lang. Arts	81	84	73	76	75
6	Total Mathematics	84	87	77	79	80

Bear Valley School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	70	71	101	0	0	0
4	71	71	100	0	0	0
5	86	84	97	0	0	2
6	83	83	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	53	39.6	32.1	28.3	77	76
	Lang. Arts	53	17.0	39.6	43.4	67	74*
	Math	53	15.1	24.5	60.4	70	85*
5	Reading	66	22.7	33.3	43.9	73	79*
	Lang. Arts	66	4.5	30.3	65.2	63	83*
	Math	66	12.1	40.9	47.0	73	83*
6	Reading	64	34.4	32.8	32.8	79	79
	Lang. Arts	65	35.4	46.2	18.5	85	84
	Math	66	19.7	42.4	37.9	81	86*

* Indicates Significant Difference in Means at .05 level

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Table 9

Willard Bowman School Overview

Statement of Program

Willard L. Bowman provides a variety of educational opportunities for students. It has a K-6 neighborhood program, an Open Optional program, a preschool special education program, and a special education intensive needs program. The instructional staff includes resource teachers, physical and occupational therapists, speech therapists, nurse and health attendant, bilingual tutors, and teacher assistants.

Our program strives to meet individual needs of students while emphasizing basic academic skills and high achievement. The school seeks to build in each child a sense of responsibility, confidence, pride of accomplishment, and sense of community. Parent and community involvement are integral components of the Bowman program.

SCHOOL GOALS

Goal	Level of Achievement
Read independently at end of grade 3.	Attained
Teachers learn to incorporate standards.	Attained

BUDGET*

1998-99 Expenditures	$2,042,917
1999-00 Budgeted Amount	$2,159,953
2000-01 Adopted Budget	$2,167,250

*Dollars budgeted or expended are general fund only.

Willard Bowman School Overview

School Report Card Statement

Bowman, Willard L. Elementary School **Joanne McCabe**

The 1999-2000 school year at Bowman was both challenging and rewarding. The school goals were successful and will be continued. The focus on reading in the primary grades led to a model that reduced class size for first grade reading, allowed ninety minutes of instruction for each student, and implemented interventions for struggling readers. The results of these measures were significant gains in reading for all primary grade students, as measured by several assessment measures administered throughout the year and documented in the reading report. Bowman again participated in America Reads, Battle of the Books, the Bowman Book Bash, and Reading Excites and Delights. Additionally, the PTA agreed to purchase the Accelerated Reader program to supplement recreational reading. Our faculty will continue to focus our attention on reading instruction.

The goal of staff collaboration to improve instruction resulted in the formation of study groups focusing on best instructional practices, current brain research and implications for education, cooperative learning, and curriculum mapping. Through meetings and sharing of information, all staff members gained new information and felt these endeavors were valuable. The staff is committed to acquiring new knowledge and skills to continue to meet the diverse needs of the students.

Parenting classes continued this year, with another session offered of Partners in Behavioral Improvement, which focuses on positive behavioral support strategies. The class is a joint venture with classroom teachers and parents working together to learn successful strategies for assisting with behavioral concerns negatively impacting learning.

Though math was not a goal this year, CAT scores indicate an improvement, particularly in problem solving.

Each of Bowman's four programs experienced changes during the year. New staff in all programs, except the Optional Program, added to the dynamics of the year. The collaborative, welcoming atmosphere makes Bowman a rich learning environment.

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Willard Bowman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
641	95%	197	36	38

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
614.2	650.2	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	8	-
Intermediate	-	10	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	4.125
Classroom Teachers	25.0	Preschool Special Education Aides	5.0
Preschool Teachers	5.5	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	8.5	Custodians	3.0
Music Teachers	1.5		
Art Teachers	1.0		
Physical Education Teachers	1.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Intensive Needs Site, Open Optional, Special Ed pre-school, Slingerland for 1st grade

Willard Bowman School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
442	36	71	74	19	0	200
68%	5%	10%	10%	2%	0%	31%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	652	68	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	0	1	0	0	2	8
Percent Not Promoted	5.6%	0%	1.2%	0%	0%	2.7%	1.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
641	73	43	25	38	179	27.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	81	77	40	21	499	0	718
% in One Sch.	71.60%	89.61%	82.50%	71.43%	83.97%	0.00%	82.73%
% in Same Sch.	74.07%	74.03%	70.00%	66.67%	67.74%	0.00%	69.22%

Willard Bowman School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	61	61	58
	No.	85	79	99	71
Reading Comprehension	%ile	57	67	60	71
	No.	83	79	99	71
Total Reading	**%ile**	**60**	**66**	**63**	**66**
	No.	83	79	99	71
Language Mechanics	%ile	50	57	73	78
	No.	85	79	99	71
Language Expression	%ile	56	60	69	68
	No.	84	79	99	71
Total Language	**%ile**	**54**	**60**	**72**	**75**
	No.	84	79	99	71
Math Computation	%ile	64	43	55	74
	No.	85	79	99	71
Math Concepts and Applications	%ile	57	66	66	78
	No.	85	79	99	71
Total Mathematics	**%ile**	**62**	**56**	**63**	**77**
	No.	85	79	99	71
Total Battery	**%ile**	**60**	**61**	**69**	**75**
	No.	82	79	99	71
Word Analysis	%ile	52			
	No.	85			
Study Skills	%ile		68	64	65
	No.		78	97	69
Spelling	%ile	53	55	57	54
	No.	85	79	99	71
Science	%ile	60	63	56	58
	No.	83	79	96	70
Social Studies	%ile	60	61	62	62
	No.	83	79	96	70

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	66	72	54	67	62
4	Total Lang. Arts	60	70	56	60	50
4	Total Mathematics	56	71	62	65	50
6	Total Reading	66	55	56	71	69
6	Total Lang. Arts	68	67	62	76	72
6	Total Mathematics	77	70	68	70	65

Willard Bowman School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	86	85	98	1	0	0
4	80	79	98	0	0	1
5	104	99	95	2	2	1
6	74	71	95	1	1	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	62	27.4	35.5	37.1	60	63
	Lang. Arts	62	29.0	38.7	32.3	56	57
	Math	62	27.4	37.1	35.5	56	57
5	Reading	77	37.7	26.0	36.4	72	68
	Lang. Arts	76	23.7	23.7	52.6	70	76*
	Math	79	50.6	25.3	24.1	73	65*
6	Reading	56	28.6	35.7	35.7	68	67
	Lang. Arts	57	33.3	33.3	33.3	79	78
	Math	57	15.8	26.3	57.9	66	78*

* Indicates Significant Difference in Means at .05 level.

Table 10

Campbell School Overview

Statement of Program

Campbell Elementary provides a complete K-6 program of instruction. In addition to the regular classroom teachers, the faculty includes the following teachers: resource and special education, librarian, classroom music, and physical education. Three days a week, band or orchestra is available for sixth grade students. An art teacher provides instruction for students in two blocks of time paired with another school on a rotating basis. The services of a psychologist, speech therapist, bilingual tutors and school nurse are available on a regularly scheduled near full-time basis. The school also houses the gifted program with the teacher working with students from several elementary schools in the surrounding area. Each class also has two computers available for student and teacher use with access to the internet. Campbell Community School is based in the school and provides many after school activities for youth and adults of the Anchorage area.

Campbell is dedicated to offering the students of the area a well rounded education with an emphasis on mastery of the basic skills. Student self-respect and responsible behavior toward others are a priority with courtesy and cooperation key ingredients.

SCHOOL GOALS

Goal	Level of Achievement
Implement reading standards.	Partially Attained
Implement math standards.	Attained
Expand use of technology.	Attained

BUDGET*

1998-99 Expenditures	$1,781,249
1999-00 Budgeted Amount	$1,814,595
2000-01 Adopted Budget	$1,820,433

*Dollars budgeted or expended are general fund only.

Campbell School Overview

School Report Card Statement

Campbell Elementary School **Michele Stickney**

Overall, this year has been a very positive one with the support and cooperation of the community and faculty for the betterment of all the students. The level of satisfaction with the efforts made on behalf of the students rates very high among the parents.

The year was more difficult in the area of discipline and resulting consequences to students. In a few cases, we did not enjoy the understanding or support of the involved parents when students were held accountable for their actions. However, for the majority of situations, parents did understand and gave us the "home support" which is so valuable.

One large concern which developed this year was the amount of testing which was done with students at the various levels, especially at 3rd grade. Both parents and teachers feel there needs to be some genuine investigation into eliminating some of the tests or at least being more sensitive to the timing and impact it makes on regular instruction and levels of anxiety which are raised as a result.

The continuing focus and interest in Reading has been supported by the community and faculty and all look forward to the continuation of the program and expansion into the intermediate grades.

In the realm of Budget, many parents have expressed concern as to where the proper emphasis is being placed ... they want it in the classroom and they think we have done that at Campbell but are concerned for the future.

At the end of the year, the question arose as to whether there would continue to be a Community School operating out of Campbell. At this writing - it has not been finalized but if it is eliminated, this school and community will be drastically impacted in many unfortunate ways.

Campbell School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
478	88%	80	6	61

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
444.3	469.0	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	5	-
Intermediate	1	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	18.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.0
Gifted Teachers	1.0		
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.70		

Special Programs: Bilingual Ed., Community School, Computer Lab, Gifted Sites, Slingerland for grade 1.

Campbell School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
288	30	83	50	26	1	190
60%	6%	17%	9%	5%	0%	39%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	469	108	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	1	0	0	1
Percent Not Promoted	0%	0%	0%	1.4%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
478	27	25	42	31	125	26.2%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	89	56	38	33	310	1	527
% in One Sch.	78.65%	85.71%	68.42%	72.73%	85.16%	100.00%	82.16%
% in Same Sch.	71.91%	78.57%	57.89%	66.67%	70.65%	0.00%	70.40%

Campbell School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	49	37	46
	No.	53	65	59	83
Reading Comprehension	%ile	59	57	43	52
	No.	51	65	58	83
Total Reading	**%ile**	**60**	**53**	**42**	**49**
	No.	51	65	58	83
Language Mechanics	%ile	46	47	55	63
	No.	52	64	58	83
Language Expression	%ile	60	42	48	52
	No.	52	64	58	83
Total Language	**%ile**	**53**	**44**	**48**	**57**
	No.	52	64	59	83
Math Computation	%ile	58	43	42	51
	No.	52	64	59	84
Math Concepts and Applications	%ile	61	42	51	65
	No.	52	65	58	82
Total Mathematics	**%ile**	**62**	**43**	**47**	**57**
	No.	52	64	58	82
Total Battery	**%ile**	**58**	**47**	**48**	**54**
	No.	51	63	58	80
Word Analysis	%ile	62			
	No.	53			
Study Skills	%ile		58	37	55
	No.		65	57	83
Spelling	%ile	46	48	44	48
	No.	51	65	57	83
Science	%ile	60	57	42	45
	No.	52	65	56	84
Social Studies	%ile	58	43	54	51
	No.	52	65	56	82

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	53	49	63	48	57
4	Total Lang. Arts	44	47	62	45	49
4	Total Mathematics	43	51	76	56	69
6	Total Reading	49	45	52	52	56
6	Total Lang. Arts	57	45	51	54	54
6	Total Mathematics	57	53	57	69	68

Campbell School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	55	53	96	0	0	2
4	68	65	95	0	0	3
5	60	59	98	0	0	1
6	84	84	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	49	22.4	51.0	26.5	60	60
	Lang. Arts	49	30.6	34.7	34.7	51	49
	Math	49	53.1	36.7	10.2	63	49*
5	Reading	48	33.3	33.3	33.3	48	47
	Lang. Arts	49	22.4	22.4	55.1	43	54
	Math	49	34.7	32.7	32.7	51	51
6	Reading	58	31.0	41.4	27.6	56	53
	Lang. Arts	61	34.4	39.3	26.2	65	62
	Math	63	25.4	36.5	38.1	55	60

* Indicates Significant Difference in Means at .05 level.

Table 11

Chester Valley School Overview

Statement of Program

Chester Valley Elementary School provides a complete K-6 program with ongoing emphasis on academic achievement and mastery of the basics skills. The instructional staff includes classroom teachers, music, special education resource, physical education, library and the nurse. Support services are available in band, orchestra, art, bilingual, Indian education, OT, psychology and gifted.

Chester Valley provides full-day kindergarten and an extensive after school program coordinated through Community Schools. The Community Schools program enable students, staff, parents and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

Chester Valley is a neighborhood school and is dedicated in expanding its partnership with the community.

SCHOOL GOALS

Goal	Level of Achievement
The staff and students will establish and maintain a positive and nurturing learning environment by increasing problem solving skills.	Attained
Teaching staff will implement the math curriculum and students will show a 20% gain in post test results.	Attained
Students will demonstrate growth in writing and spelling by increasing post test scores.	Attained

BUDGET*

1998-99 Expenditures	$1,194,363
1999-00 Budgeted Amount	$1,286,501
2000-01 Adopted Budget	$1,357,736

*Dollars budgeted or expended are general fund only.

Chester Valley School Overview

School Report Card Statement

Chester Valley Elementary School **Sharon Mitchell**

1999-2000 has been a great year. Many valuable lessons were learned as we went about the task of building a stronger community. We met with staff, parents and community members to set three school-wide goals for the year. These goals were designed based on the overall needs of our students, the requirements of the state and district curriculum standards, and the overwhelming need to develop and maintain strong academic foundations for students. All school goals and activities were successfully accomplished.

This school year was one for new beginnings. Students were given an opportunity to elect Student Council Officers for the first time in five years. One major event that occurred was our spring food drive. Chester Valley students demonstrated their community awareness by donating 1303 food items to the Kids' Kitchen. Donations would help feed hungry children in our immediate community. Our initial goal was to collect 500 cans, but as you can see, we surpassed that goal by leaps and bounds. Student Council also participated in several fund raisers and used their money for school beautification. We had a tree planting ceremony in which two students from each classroom helped plant a tree in the front of the building. The final Student Council culminating activity involved students designing a "Peace Flag" which will be raised on school days with no office referrals. Our students are looking at themselves, and the community in a different light. Chester Valley has some wonderful students who really care about their school and believe by working hard they can make a difference in the community.

Another first, was the creation of a discipline data base. Office referrals were recorded in a data base. This information was shared with individual students, their parents and staff. The data was used to assess weaknesses in our school-wide discipline policy as well as making adjustments in classroom instruction and student learning. We are using the data collected this year to increase RCCP instruction and to address the needs of our chronic behavior (6%) concerns. This data will also be used to encourage more parental involvement through parenting classes and asset building. One goal we are pursing for next year is the "On Target Counseling Program." The "On Target" program is currently housed in five elementary schools to help "At Risk Students." The Chester Valley staff is committed to doing everything possible to help our students reach their highest potential. We believe a healthy mind and body stimulates learning. Therefore, for next year we have begun planning a Health Fair (Oct) and a Career Fair (April). We want to encourage staff, students and parents to work together for a healthier learning environment for everyone.

Finally, joint collaboration with the PTA/Chester Valley/Susitna Community Schools provided many fun activities for our students including: The Bark Reading Program, Battle of the Books, Geography & Spelling Bee, Writing Night/Spaghetti Dinner Celebration, popcorn sales, field trip buses, Diversity Choir, Super Kid's Luncheon, treats, prizes for the principal's "Good Kids' Book", student birthday recognition, math incentives and the yearbook. With support from the PTA, students were constantly encouraged to strive for greater achievements. We are excited about the coming year and look forward to continued growth from our staff, students, and community. Through collaboration and cooperation our students will increase academically and become confident and eager learners.

Chester Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
346	96%	65	3	36

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
311.0	334.9	92.8%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	4	4	-
Intermediate	-	5	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	13.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education	.5
Special Education Teachers	2.5	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.0
Art Teachers	.5	Teacher Assistant/Aides	3.0
Physical Education Teachers	.8		
Nurses	.60		

Special Programs: Bilingual Ed., Breakfast program, Community School, Computer Labs, Indian Ed.

Chester Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
201	52	60	14	11	8	145
58%	15%	17%	3%	3%	2%	41%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	331	140	42%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
346	23	32	37	20	112	32.4%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	72	18	57	14	220	9	390
% in One Sch.	66.67%	72.22%	73.68%	71.43%	78.18%	88.89%	75.13%
% in Same Sch.	66.67%	72.22%	59.65%	50.00%	70.00%	0.00%	65.64%

Chester Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	47	33	45
	No.	47	46	45	60
Reading Comprehension	%ile	58	52	46	57
	No.	47	46	45	60
Total Reading	**%ile**	**68**	**50**	**39**	**51**
	No.	47	46	45	60
Language Mechanics	%ile	54	62	56	62
	No.	46	46	45	60
Language Expression	%ile	65	49	52	60
	No.	46	46	45	59
Total Language	**%ile**	**60**	**54**	**53**	**61**
	No.	46	46	45	59
Math Computation	%ile	70	64	33	53
	No.	46	46	45	60
Math Concepts and Applications	%ile	97	56	46	60
	No.	46	46	45	60
Total Mathematics	**%ile**	**67**	**60**	**38**	**56**
	No.	46	46	45	60
Total Battery	**%ile**	**62**	**54**	**44**	**55**
	No.	46	46	45	59
Word Analysis	%ile	59			
	No.	47			
Study Skills	%ile		61	45	57
	No.		46	45	60
Spelling	%ile	47	51	48	49
	No.	47	46	45	60
Science	%ile	51	56	37	52
	No.	46	46	45	60
Social Studies	%ile	52	45	47	53
	No.	46	46	45	60

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	53	53	57	73	61
4	Total Lang. Arts	44	46	62	70	47
4	Total Mathematics	43	54	55	68	70
6	Total Reading	49	62	51	51	54
6	Total Lang. Arts	57	66	60	65	61
6	Total Mathematics	57	60	61	65	73

Chester Valley School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	47	47	100	0	0	0
4	48	46	95	0	0	2
5	46	45	97	0	0	1
6	62	60	96	0	1	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	35	20.0	31.4	48.6	47	57*
	Lang. Arts	35	20.0	37.1	42.9	55	60
	Math	35	22.9	34.3	42.9	55	66*
5	Reading	35	48.6	37.1	14.3	57	48*
	Lang. Arts	35	11.4	45.7	42.9	46	60*
	Math	35	48.6	31.4	20.0	58	46*
6	Reading	50	24.0	44.0	32.0	56	58
	Lang. Arts	49	28.6	36.7	34.7	67	69
	Math	50	20.0	30.0	50.0	51	63*

* Indicates Significant Difference in Means at .05 level.

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Table 12

Chinook School Overview

Statement of Program

Chinook Elementary School provides a comprehensive instructional program for students in kindergarten through sixth grade. Each child participates in basic academic subjects with an emphasis on reading, writing, and mathematics instruction. Chinook is characterized by a large number of bilingual students many of whom are of Asian origin. The school also offers an open optional program in first through sixth grade. The PTA is active at Chinook. Services from the Sand Lake Community School and Campfire enhance the regular school program.

SCHOOL GOALS

Goal	Level of Achievement
Improve writing.	Partially Attained
Increase time spent of affective education.	Partially Attained
Implement start of Technology Plan.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,768,732
1999-00 Budgeted Amount	$2,079,052
2000-01 Adopted Budget	$2,086,349

*Dollars budgeted or expended are general fund only.

Chinook School Overview

School Report Card Statement

Chinook Elementary School **Leslie Vandergaw**

The Chinook staff is a dedicated and hardworking team. They have worked hard to provide a quality education for all the students in their charge. Part of their work has included learning and beginning to implement effective instructional strategies for a diverse school population.

One instructional strategy that is recognized by all experts in all curricular areas is cooperative learning. Chinook has now completed the second year of a school-wide staff development effort in which we have learned and refined the use of Kagan's Cooperative Learning. This methodology insures that each child is accountable for learning what is being taught. It also creates a structure for the students to 'learn more' as they 'learn together'. One hundred percent of the staff has received inservice training on this methodology and over eighty percent have taken a year long course. Thirty percent of the staff has completed two full years of University level coursework in cooperative learning and multiple intelligences. This year eight of our teachers teamed with staff from another elementary school to work as peer coaches with each other. They observed each other teaching lessons using Cooperative Learning and then, post-observation, they got together to give constructive feedback and to debrief the lesson. Results of Chinook's ongoing effort in Cooperative Learning include an increase in active student participation in learning activities in the classroom. Additionally, teachers were better able to monitor student understanding of concepts being taught/learning. There was also an increase in the sense of classroom community as students learned about each other and how to work with each. They learned these skills through Cooperative Learning classbuilding and teambuilding activities.

The Chinook staff received a wonderful honor this spring. We were chosen as the only elementary school in Anchorage to work with the University of Alaska to become a "Professional Development School". The Chinook staff has agreed to work with the University to improve the quality of education and training their student teachers receive. The staff has also agreed to work with the University to analyze our own policies, procedures, instructional methodology and student achievement in order to provide our student teachers with the most effective and reflective training ground possible. As a staff development effort our Professional Development School work is in the infancy stages. Long term the greatest benefit of our work will be for our students. Our goal is always to enhance the teaching and learning that takes place in our school.

Chinook School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
585	114%	91	11	96

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
549.9	590.7	93.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	10	-
Intermediate	-	8	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	24.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.0	Custodians	2.75
Music Teachers	1.10		
Art Teachers	1.10		
Physical Education Teachers	1.10		
Bilingual Teachers	1.0		
Nurses	.80		
Special Programs: Bilingual Ed., Open Optional, Slingerland for grade 1			

Chinook School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
323	54	87	99	21	0	261
55%	9%	14%	16%	3%	0%	44%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	589	191	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
585	42	40	47	50	179	30.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	100	121	61	27	362	2	673
% in One Sch.	71.00%	77.69%	72.13%	77.78%	80.94%	0.00%	77.71%
% in Same Sch.	61.00%	63.64%	59.02%	55.56%	63.26%	0.00%	62.11%

Chinook School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	43	49	35
	No.	78	89	68	93
Reading Comprehension	%ile	52	48	43	48
	No.	77	89	68	93
Total Reading	**%ile**	**52**	**46**	**47**	**41**
	No.	77	89	68	93
Language Mechanics	%ile	46	50	60	51
	No.	77	89	68	93
Language Expression	%ile	53	45	48	45
	No.	78	89	68	93
Total Language	**%ile**	**50**	**48**	**53**	**47**
	No.	77	89	68	93
Math Computation	%ile	49	44	31	40
	No.	77	88	68	93
Math Concepts and Applications	%ile	52	56	57	54
	No.	78	88	68	93
Total Mathematics	**%ile**	**51**	**51**	**44**	**46**
	No.	77	88	68	93
Total Battery	**%ile**	**51**	**48**	**48**	**43**
	No.	76	88	68	93
Word Analysis	%ile	44			
	No.	78			
Study Skills	%ile		60	49	48
	No.		88	69	93
Spelling	%ile	51	50	38	38
	No.	77	89	68	93
Science	%ile	55	53	42	40
	No.	78	88	69	93
Social Studies	%ile	53	46	50	48
	No.	78	89	69	92

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	46	47	51	59	55
4	Total Lang. Arts	48	42	49	58	42
4	Total Mathematics	51	41	47	57	43
6	Total Reading	41	45	50	42	55
6	Total Lang. Arts	47	51	56	54	52
6	Total Mathematics	46	47	55	52	51

Chinook School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	79	78	98	0	0	1
4	92	89	96	0	1	2
5	76	69	90	1	0	6
6	95	93	97	1	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	61	32.8	39.3	27.9	48	46
	Lang. Arts	62	22.6	29.0	48.4	40	48*
	Math	62	33.9	30.6	35..5	53	53
5	Reading	49	40.8	36.7	22.4	51	47
	Lang. Arts	50	26.0	32.0	42.0	45	53*
	Math	51	29.4	49.0	21.6	46	44
6	Reading	72	34.7	38.9	26.4	45	43
	Lang. Arts	72	30.6	40.3	29.2	50	50
	Math	72	19.4	41.7	38.9	39	47*

* Indicates Significant Difference in Means at .05 level.

Table 13

Chugach Optional School Overview

Statement of Program

Chugach Optional embodies an enthusiastic dynamic learning environment that capitalizes on the innate curiosity of children. The staff generates a strong sense of community while planning and preparing theme based experiential curricula. Teachers encourage their students to delve into presented topics and become active participants in their own learning. Class work is done cooperatively throughout.

We strive to develop a warm nurturing family atmosphere that promotes openness, trust, acceptance, responsibility, self-evaluation and self-discipline. Children are taught to respect and to celebrate differences. They are encouraged to not only become independent self-reliant learners, but also learn to be self-confident risk takers.

The open method used at Chugach focuses on "doing" - the experience approach to learning. In practice, this means extensive use of manipulative teaching materials, formulation and testing of hypotheses, numerous field trips, and classroom visits by a variety of resource persons.

Parents are also a key component to our school's success. Parents are asked to volunteer a minimum of 36 hours per year to the school. One might find parents in the following places: giving input in staff meetings, working in the computer lab (with students or maintaining the system), reading or working with small groups of students, preparing work for the teachers, developing a landscaping program, leading after school groups in gardening and drama, etc.

SCHOOL GOALS

Goal	Level of Achievement
Teachers become familiar with state and local standards.	Attained
Strengthen reading/language arts program.	Attained

BUDGET*

1998-99 Expenditures	$972,336
1999-00 Budgeted Amount	$1,042,707
2000-01 Adopted Budget	$1,047,086

*Dollars budgeted or expended are general fund only.

Chugach Optional School Overview

School Report Card Statement

Chugach Optional Elementary School **Sharon Meacham**

This has been another busy year for Chugach Optional. We continue to have excellent parent support in the school. Parents come into work with students, run computer lab and help the teachers. We continued to work with our business partner, The Anchorage Hilton, in a variety of positive ways. Our teachers spent much of our inservice time studying the State and District Standards. We will continue that focus and expand to assessment practices.

In reading and language arts, the teachers did the following:

*Primary Teachers continued their training with ASD reading methodologies.

*The entire staff took the 6-Traits in writing workshop and helped score the ASD writing tests.

*The new materials purchased by the district for our struggling readers were used constantly by emerging and struggling readers.

*Teachers utilized literature circles in their classrooms.

*The librarian helped provide enrichment reading materials that were utilized by the teachers for their units.

*The librarian took a group of emerging readers and worked with them.

*Spelling became a focus in all grades. Students were given continual editing and proofreading practice with their writing.

Chugach Optional School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
252	120%	44	22	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
236.1	248.0	95.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	-	-
Intermediate	-	-	-
Combination	-	9	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.5
Classroom Teachers	10.0	Custodians	2.0
Librarians	1.		
Special Education Teachers	1.0		
Music Teachers	.5		
Art Teachers	.3		
Physical Education Teachers	.5		
Nurses	.5		
Special Programs: Open Optional, Slingerland for grade 1			

Chugach Optional School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
199	9	27	16	1	0	53
78%	3%	10%	6%	0%	0%	21%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	249	9	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
252	3	6	5	6	20	7.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	27	17	10	2	203	0	259
% in One Sch.	88.89%	88.24%	90.00%	100.00%	94.58%	0.00%	93.44%
% in Same Sch.	77.78%	76.47%	90.00%	100.00%	77.34%	0.00%	77.99%

Chugach Optional School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	88	84	85	76
	No.	26	33	34	39
Reading Comprehension	%ile	88	86	77	83
	No.	38	33	34	39
Total Reading	**%ile**	**92**	**87**	**85**	**81**
	No.	26	33	34	39
Language Mechanics	%ile	60	60	79	81
	No.	38	33	34	39
Language Expression	%ile	81	76	79	82
	No.	38	33	34	39
Total Language	**%ile**	**74**	**69**	**82**	**83**
	No.	38	33	34	39
Math Computation	%ile	61	54	69	77
	No.	38	33	34	39
Math Concepts and Applications	%ile	81	87	82	90
	No.	38	33	34	39
Total Mathematics	**%ile**	**76**	**78**	**79**	**85**
	No.	38	33	34	39
Total Battery	**%ile**	**89**	**81**	**85**	**85**
	No.	26	33	34	39
Word Analysis	%ile	71			
	No.	26			
Study Skills	%ile		84	75	81
	No.		33	34	39
Spelling	%ile	69	75	68	57
	No.	38	33	34	39
Science	%ile	80	73	68	75
	No.	38	33	34	39
Social Studies	%ile	78	76	76	77
	No.	38	33	34	39

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	87	87	82	78	88
4	Total Lang. Arts	69	72	77	70	69
4	Total Mathematics	78	85	78	78	79
6	Total Reading	81	84	86	83	75
6	Total Lang. Arts	83	81	82	77	70
6	Total Mathematics	85	85	85	74	72

Chugach Optional School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	38	38	100	0	0	0
4	33	33	100	0	0	0
5	35	34	97	0	0	1
6	39	39	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	30	16.7	50.0	33.3	83	87
	Lang. Arts	29	41.4	24.1	34.5	70	68
	Math	30	23.3	40.0	36.7	75	79
5	Reading	28	28.6	57.1	14.3	87	86
	Lang. Arts	26	11.5	38.5	50.0	74	83*
	Math	28	35.7	42.9	21.4	86	82
6	Reading	34	38.2	35.3	26.5	85	82
	Lang. Arts	34	26.5	38.2	35.3	83	84
	Math	34	5.9	44.1	50.0	73	85*

* Indicates Significant Difference in Means at .05 level.

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Table 14

Chugiak Elementary School Overview

Statement of Program

Chugiak Elementary School is a k-5 neighborhood school that offers both traditional and partial Spanish immersion programs. Our goal is to ensure that all children reach their full potential academically, physically, socially and emotionally. We re committed to fostering a positive learning community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Attained
Improve writing skills.	Partially Attained
Improve spelling.	Not Attained

BUDGET*

1998-99 Expenditures	$1,933,565
1999-00 Budgeted Amount	$1,992,848
2000-01 Adopted Budget	$1,998,686

*Dollars budgeted or expended are general fund only.

Chugiak Elementary School Overview

School Report Card Statement

Chugiak Elementary School **Nancy Carder**

Our school is making progress. The benchmark testing will provide us with a good baseline on which to establish further gains. Our emphasis on reading has brought good results for students. Our emphasis on grade level uniformity with pre/post testing and the identification of and attention given to at risk readers has been positive. K-3 teachers have responded very favorably to the extra help and the special one on one time that we have targeted toward our at risk readers. Training in reading and more skills in teaching writing have also provided us with more tools to benefit our students. Our writing is not where we would like it to be YET. We will continue to grow professionally in this area and to translate new skills to our students. Spelling is still an area of need and we do not seem to have a good enough handle on that yet.

We have begun a portfolio program K-5. This is in response to our need to communicate skills, strengths and accomplishments of our students and to make us more accountable for their progress.
Our community is supportive. Our parents more than generous with their time and talents. Our school has experienced some difficulty this year with very needy discipline situations. This has fragmented us somewhat and detracted from our otherwise positive learning environment. Should this situation continue, it will be necessary for us to address it seriously. We have begun to do this but not with identifiable results or a specific plan.

We are a learning community that continues to grow together. I am proud of our continuing efforts to educate our children.

Chugiak Elementary School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
516	104%	74	10	7

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
485.7	519.0	93.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	7	-
Intermediate	-	3	-
Combination	-	10	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	.35
Librarians	1.0	Teacher Assistants/Aides	1.0
Special Education Teachers	3.	Clerical Support Staff	1.75
Music Teachers	1.1	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	1.2		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Spanish Immersion

Chugiak Elementary School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
402	10	55	8	31	10	114
77%	1%	10%	0%	6%	1%	22%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	519	77	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	0	3
Percent Not Promoted	4.0%	0%	0%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
516	40	34	19	22	115	22.3%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	65	8	10	32	448	12	575
% in One Sch.	70.77%	87.50%	90.00%	81.25%	84.15%	58.33%	82.09%
% in Same Sch.	56.92%	75.00%	90.00%	68.75%	68.08%	0.00%	65.91%

Chugiak Elementary School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		3	4	5
Reading Vocabulary	%ile	64	66	61
	No.	81	84	86
Reading Comprehension	%ile	71	61	62
	No.	81	84	86
Total Reading	**%ile**	**69**	**66**	**64**
	No.	81	84	86
Language Mechanics	%ile	45	51	62
	No.	81	84	86
Language Expression	%ile	58	63	59
	No.	81	84	86
Total Language	**%ile**	**52**	**58**	**61**
	No.	81	84	86
Math Computation	%ile	70	67	58
	No.	81	84	86
Math Concepts and Applications	%ile	67	72	68
	No.	81	84	86
Total Mathematics	**%ile**	**70**	**71**	**65**
	No.	81	84	86
Total Battery	**%ile**	**66**	**66**	**65**
	No.	81	84	86
Word Analysis	%ile	54		
	No.	81		
Study Skills	%ile		69	58
	No.		84	86
Spelling	%ile	46	54	49
	No.	81	83	86
Science	%ile	65	68	50
	No.	81	84	86
Social Studies	%ile	61	60	63
	No.	80	83	86

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	66	59	72	64	64
4	Total Lang. Arts	58	55	64	60	62
4	Total Mathematics	71	59	65	57	61

Chugiak Elementary School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	84	81	96	2	0	2
4	88	84	95	1	1	2
5	90	86	95	1	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	65	40.0	32.3	27.7	73	68
	Lang. Arts	65	32.3	29.2	38.5	57	60
	Math	65	38.5	32.3	29.2	79	75
5	Reading	77	31.2	36.4	32.5	61	64
	Lang. Arts	77	23.4	46.8	29.9	57	62
	Math	77	27.3	26.0	46.8	60	65*

* Indicates Significant Difference in Means at .05 level.

Table 15

College Gate School Overview

Statement of Program

College Gate Elementary School's goal is to provide students with learning experiences which guide them in acquiring the knowledge that will enable them to become contributing members of society. Positive student decorum and daily attendance are stressed and frequent recognition activities emphasize respect, responsibility, and academic achievement.

College Gate provides a well-rounded, enriched education and seeks to meet the needs of learners through using a variety of approaches including cooperative learning, computer activities, and thematic teaching. Students are taught methods of resolving conflict creatively to enhance their social skills and self-esteem. The support and involvement of the local PTA are evident.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve math skills.	Attained
Improve written language skills.	Attained
Improve reading skills.	Attained

BUDGET*	
1998-99 Expenditures	$1,870,712
1999-00 Budgeted Amount	$1,728,359
2000-01 Adopted Budget	$1,734,197

*Dollars budgeted or expended are general fund only.

College Gate School Overview

School Report Card Statement

College Gate Elementary School **Dr. Linda Black**

We surpassed our goals in math, writing, and reading! We continued challenging prior year efforts in math and writing while adding intermediate student achievement to our reading goal. We conducted K-6 pre/post assessments in writing and reading, and grade 2-6 math assessments.

Performance standards were transformed into student and parent friendly documents and posted in classrooms and shared with parents. We worked to better align instruction with the standards. We will continue efforts to identify reading and math assessment tools that have a closer alignment to the standards and provide guidance to instruction.

Our mobility and student diversity has increased over the past few years. We have also seen an increase in students with behavior or attention issues. Generally at least one third of our grade 1-6 students are new to the school each fall. We are pleased to note, however, that student stability at College Gate is positively associated with increased performance. Parents continue to be active participants in the educational process at our school. We have volunteers on a daily basis and a wonderful PTA that supports students, staff, and families!

Goal achievement data and survey results were published in a school newsletter in May. A parent meeting was held on May 30 to review school report card results.

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College Gate School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
451	91%	84	10	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
435.2	461.8	94.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	5	-
Intermediate	-	6	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	2.5	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.8		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Computer Labs, Breakfast program

College Gate School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
259	57	80	31	10	14	192
57%	12%	17%	6%	2%	3%	42%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	468	154	33%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
451	64	28	40	31	163	36.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	105	32	63	13	301	18	532
% in One Sch.	60.95%	84.38%	79.37%	69.23%	79.73%	72.22%	75.75%
% in Same Sch.	43.81%	75.00%	55.56%	46.15%	64.78%	5.56%	57.71%

College Gate School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	60	50	48
	No.	61	80	59	61
Reading Comprehension	%ile	64	61	53	55
	No.	61	80	59	61
Total Reading	**%ile**	**61**	**62**	**53**	**52**
	No.	61	80	59	61
Language Mechanics	%ile	47	61	73	52
	No.	62	80	60	63
Language Expression	%ile	55	60	60	50
	No.	62	80	60	63
Total Language	**%ile**	**50**	**61**	**68**	**51**
	No.	62	80	60	63
Math Computation	%ile	46	67	60	60
	No.	62	79	59	62
Math Concepts and Applications	%ile	58	70	63	61
	No.	62	79	59	62
Total Mathematics	**%ile**	**53**	**70**	**63**	**60**
	No.	62	79	59	62
Total Battery	**%ile**	**57**	**66**	**64**	**54**
	No.	61	79	59	60
Word Analysis	%ile	41			
	No.	61			
Study Skills	%ile		68	57	61
	No.		77	59	61
Spelling	%ile	49	61	51	32
	No.	62	79	60	63
Science	%ile	55	65	38	45
	No.	62	77	59	61
Social Studies	%ile	63	62	61	48
	No.	62	76	59	61

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	62	60	56	64	66
4	Total Lang. Arts	61	49	54	62	49
4	Total Mathematics	70	71	59	72	63
6	Total Reading	52	60	66	58	64
6	Total Lang. Arts	51	63	65	50	67
6	Total Mathematics	60	66	66	55	60

College Gate School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	68	62	91	1	2	3
4	81	80	98	0	0	1
5	62	60	96	2	0	0
6	64	63	98	1	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	59	16.9	30.5	52.5	56	68*
	Lang. Arts	57	15.8	29.8	54.4	47	62*
	Math	60	20.0	20.0	60.0	57	74*
5	Reading	42	31.0	35.7	33.3	60	60
	Lang. Arts	42	7.1	33.3	59.5	48	71*
	Math	42	33.3	38.1	28.6	72	67
6	Reading	36	44.4	47.2	8.3	70	61*
	Lang. Arts	37	56.8	37.8	5.4	77	60*
	Math	38	15.8	39.5	44.7	60	72*

* Indicates Significant Difference in Means at .05 level.

Table 16

Creekside School Overview

Statement of Program

Creekside Park Elementary School provides a comprehensive K-6 program of instruction. In addition, there are two classes for students with multiple disabilities, a resource program that offers students education in a least restrictive environment (LRE), bilingual instruction and an Indian education program.

Creekside Park offers students a well-rounded educational program including reading, language arts, mathematics, science, social studies, health, music, art, physical education, an after school activities program, and a variety of community education classes for all age groups.

SCHOOL GOALS

Goal	Level of Achievement
Increase spelling for identified students.	Partially Attained
Provide in-service on standards.	Attained
Read independently at end of grade 3.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,360,669
1999-00 Budgeted Amount	$1,341,254
2000-01 Adopted Budget	$1,412,489

*Dollars budgeted or expended are general fund only.

Creekside School Overview

School Report Card Statement

Creekside Park Elementary School **Dave Combs**

The 1999/2000 school year for the students, staff and community members of Creekside Park Elementary School was a very difficult school year. We started off the school year with over 60 full day kindergartners in only two classes. When a substitute teacher was brought in to help with these kindergartners there was no place for her to teach these children. We had to set up a mini classroom in the library that also housed the staff lounge, resource teachers and the library program. This was due to our renovation project. We were then able to get a relocatable building and moved a class of kindergartners to the relo. After about two months of school we were then able to move this classroom inside but into a room that was only 400 square feet. The class stayed in this room until May of 2000 when they moved into the newly renovated kindergarten room.

Every teacher and student in the school was affected by the renovation project and had to move classrooms at least once during the year and in many cases two or three times.

The fourth, fifth, and six grades were all housed in relo's throughout most of the year. This necessitated a great deal of lost instructional time due to moving back and forth from the relos to the building for classes such as art, p.e. music and library. There was also loss of time when students needed to use the restroom facilities. The staff felt a lack of cohesion with half of the school being outside of the building. The only place for us to meet as a staff was in the MPR. This was less than an ideal situation. The MPR in addition to serving as our lunchroom also served as our art room. The library was housed in a space that is about 1/3 the size of our regular library. we were unable to have a computer lab and most of the teachers had to use cell phones because we had no other way to communicate with the teachers and students from the office.

There was essentially no playground for the children to run off excess energy during recess. This was also the first year that we had a Title I program and had several additional staff with this program and no place for them to be housed.

In spite of all of these challenges our students did very well on the standardized testing. Test scores of our students point out that no matter the adversity they were still able to achieve at very high levels. The teachers and students are to be congratulated for their efforts this school year.

Creekside School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
413	114%	66	8	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
373.2	404.7	92.2%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	6	4	-
Intermediate	-	6	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.125
Classroom Teachers	17.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education	.5
Special Education Teachers	4.5	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.0
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.9		

Special Programs: Bilingual Ed., Community School, Indian Ed., Title I, Slingerland for grade 1, Intensive Needs Site, Breakfast Program, Full day Kindergarten.

Creekside School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
223	40	101	15	25	9	190
53%	9%	24%	2%	6%	2%	46%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	409	207	51%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	2	0	0	2
Percent Not Promoted	0%	0%	0%	0%	3.6%	0%	0%	.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
413	66	43	70	46	225	54.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	116	17	62	37	267	11	510
% in One Sch.	66.38%	70.59%	53.23%	62.16%	67.42%	81.82%	65.49%
% in Same Sch.	53.45%	52.94%	41.94%	45.95%	47.57%	0.00%	47.25%

Creekside School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	51	54	62	46
	No.	43	51	50	53
Reading Comprehension	%ile	52	60	57	60
	No.	43	50	50	53
Total Reading	**%ile**	**52**	**58**	**61**	**53**
	No.	43	50	50	53
Language Mechanics	%ile	33	57	64	62
	No.	43	50	52	52
Language Expression	%ile	40	63	56	61
	No.	43	50	52	52
Total Language	**%ile**	**35**	**62**	**61**	**61**
	No.	43	50	52	52
Math Computation	%ile	57	56	65	74
	No.	43	50	51	53
Math Concepts and Applications	%ile	57	66	66	75
	No.	43	50	51	53
Total Mathematics	**%ile**	**59**	**62**	**67**	**76**
	No.	43	50	51	53
Total Battery	**%ile**	**49**	**63**	**65**	**64**
	No.	43	49	50	52
Word Analysis	%ile	45			
	No.	43			
Study Skills	%ile		67	50	59
	No.		49	49	53
Spelling	%ile	47	58	45	54
	No.	43	50	50	53
Science	%ile	49	60	48	51
	No.	43	49	49	53
Social Studies	%ile	50	57	63	49
	No.	43	49	48	53

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	58	54	51	50	48
4	Total Lang. Arts	62	51	50	39	35
4	Total Mathematics	62	61	64	40	46
6	Total Reading	53	49	55	59	46
6	Total Lang. Arts	61	56	61	62	47
6	Total Mathematics	76	77	74	72	63

Creekside School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	45	43	95	0	0	2
4	53	51	96	0	1	1
5	53	52	98	0	0	1
6	55	53	96	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	29	10.3	51.7	37.9	46	61
	Lang. Arts	29	20.7	20.7	58.6	47	64*
	Math	30	26.7	40.0	33.3	56	58
5	Reading	30	20.0	36.7	43.3	59	66
	Lang. Arts	30	13.3	26.7	60.0	52	66*
	Math	30	23.3	26.7	50.0	65	70
6	Reading	36	41.7	36.1	22.2	61	55
	Lang. Arts	36	33.3	44.4	22.2	63	63
	Math	36	-	38.9	61.1	53	77*

* Indicates Significant Difference in Means at .05 level

Table 17

Denali School Overview

Statement of Program

Denali Elementary School offers a variety of instructional opportunities. It has a regular Montessori, and a special education program. The instructional staff includes teachers for special education, Orthopedically and physically handicapped, special education teacher aides, full time nurse, health attendant, Indian education tutor, guidence counselors, bilingual, and Title I. Many parent volunteers supplement the instructional program on a regular basis.

The regular program emphasizes the acquisition of basic ASD academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The Montessori alternative program emphaized individualized instruction in a specially prepared environment using materials that are based on students' developmental stages. Children progress at a rate appropriate to each one's ability and level of achievement. Direct instruction is given in individual and small group settings. Cooperative learning and peer coaching are integral parts of the program.

The special education intensive needs program is provided in self-contained classrooms. The goals of the programs are to provide a structured learning environment, to facilitate prositive academic progress.

SCHOOL GOALS

Goal	Level of Achievement
Implement school literacy program.	Attained
Align curriculum to standards.	Attained
Keep data on positive/negative referrals to office.	Attained

BUDGET*

1998-99 Expenditures	$2,132,013
1999-00 Budgeted Amount	$2,012,875
2000-01 Adopted Budget	$2,020,171

*Dollars budgeted or expended are general fund only.

Denali School Overview

School Report Card Statement

Denali Elementary School **Karen Rigg**

Goal 1. a) The goal was to show 80% improvement of the students in K-6 identified as struggling readers. The results are as follows: K=43 students-Letter/sound 100% improved; 1st=31 students-Benchmark Reading 100% improved; 2nd=11 students-Benchmark Reading 100% improved; 3rd=12 students-Benchmark Reading 100% improved; 4th-6th=21 students-San Diego 100% improved.
b) There was an increase in student participation in schoolwide and classroom literacy activities.
c)Teachers collaborated through monthly support meetings on best practices in reading. The summary does not indicate how much growth the students actually attained. In many instances, the students went up 2 to 3 grade levels using the pre/post raw data.

Goal 2: Teachers collaborated through monthly support meetings on best practices in reading by aligning First Steps Reading, ASD Reading Standards, Alaska State Reading Standards and reading activities. A document was created that can be viewed on the ASD reading web page. Teachers also monitored student progress by placing at least three students on the First Steps Developmental Continuum. All targeted students experienced at least a 5% increase in reading development as indicated on the Key Indicators and Phases along the developmental continuum. The Title VI reading grant contributed toward supporting reading in the classroom.

Goal 3: We hoped to see at least a 3:1 ratio of positive to negative referrals overall for students. The following is a summary of our success. September ratio of + to - = 8:1; October ratio of + to - = 3:1; November ratio of + to - = 4:1; December ratio of + to - = <3:1; January ratio of + to - = 6:1; February ratio of + to - = <3:1; March ratio of + to - = 5:1. In 5 of the 7 months we were well above our goal. In only 2 of the 7 months we fell slightly short of the goal. The committee has been very pleased overall with the emphasis on acknowledging good choices and hard work. Students have expressed they are proud of their accomplishments. The accurate positive and negative referral data from this year will provide valuable comparative data for next year's school goal.

Denali School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
436	97%	100	36	41

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
414.9	444.2	93.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	4	-
Intermediate	-	-	-
Combination	2	13	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Assistants	6.0
Classroom Teachers	22.5	Title I Coordinators	0.5
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	4.0	Indian Education Tutor	1.0
Music Teachers	1.0	Clerical Support Staff	1.875
Art Teachers	.6	Custodians	3.0
Physical Education Teachers	1.1		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Montessori K-6, Special Ed. Intensive Needs, Title I

Denali School Characteristics

ETHNICITY REPORT - OCTOBER 1999 includes Elementary and Secondary

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
247	58	85	25	21	0	189
57%	13%	19%	4%	4%	0%	43%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	465	187	40%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	1	0	1	1	4
Percent Not Promoted	0%	1.5%	1.7%	0%	1.7%	1.4%	1.1%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
436	33	39	34	43	149	34.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	115	32	67	30	272	0	516
% in One Sch.	60.87%	59.38%	82.09%	60.00%	85.29%	0.00%	76.36%
% in Same Sch.	54.78%	59.38%	64.18%	56.67%	72.43%	0.00%	65.70%

Denali School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	73	62	47
	No.	54	54	54	67
Reading Comprehension	%ile	72	66	60	58
	No.	54	55	54	67
Total Reading	**%ile**	**74**	**72**	**63**	**53**
	No.	54	54	54	67
Language Mechanics	%ile	40	64	66	62
	No.	54	54	54	67
Language Expression	%ile	63	71	67	64
	No.	54	54	54	67
Total Language	**%ile**	**52**	**68**	**67**	**64**
	No.	54	54	54	67
Math Computation	%ile	48	47	47	55
	No.	53	55	54	67
Math Concepts and Applications	%ile	63	74	64	73
	No.	54	54	54	67
Total Mathematics	**%ile**	**60**	**64**	**57**	**64**
	No.	53	54	54	67
Total Battery	**%ile**	**65**	**69**	**64**	**61**
	No.	53	54	54	67
Word Analysis	%ile	55			
	No.	54			
Study Skills	%ile		78	60	61
	No.		54	54	66
Spelling	%ile	41	68	47	49
	No.	54	55	53	67
Science	%ile	70	73	52	49
	No.	54	55	54	66
Social Studies	%ile	62	67	63	56
	No.	54	54	54	66

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	72	65	66	68	68
4	Total Lang. Arts	68	51	60	57	60
4	Total Mathematics	64	53	65	55	63
6	Total Reading	53	64	66	64	59
6	Total Lang. Arts	62	66	64	60	54
6	Total Mathematics	64	64	67	63	60

Denali School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	54	54	100	0	0	0
4	55	55	100	0	0	0
5	56	54	96	2	0	0
6	68	67	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	47	21.3	42.6	36.2	69	74
	Lang. Arts	47	12.8	40.4	46.8	64	73*
	Math	47	19.1	34.0	46.8	58	67*
5	Reading	47	38.3	38.3	23.4	68	66
	Lang. Arts	47	6.4	36.2	57.4	53	70*
	Math	47	25.5	25.5	48.9	60	63
6	Reading	52	40.4	30.8	28.8	66	61
	Lang. Arts	52	34.6	34.6	30.8	71	69
	Math	52	15.4	40.4	44.2	58	70*

* Indicates Significant Difference in Means at .05 level.

Table 18

Eagle River School Overview

Statement of Program

Eagle River Elementary School provides several educational/instructional options for K-6 students including regular, open optional, and special education programs. The instructional staff includes teachers for special education as well as a speech therapist, nurse, music teacher, librarian, and physical education teacher. Many parent volunteers supplement the instructional program on a regular basis.

Emphasis is placed on helping each child achieve his/her maximum potential. Survival skills, including mastery in basic skills, development of feelings of self-worth, and learning real caring for others are a top priority.

The regular program emphasizes the acquisition of basic academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The open optional program is designed to provide a child centered approach to learning by emphasizing the physical, emotional, social and intellectual development of the individual child. The "doing" or experience approach to learning is an essential tenet of this program. Through the integration of content areas, basic skills are utilized as tools which lead toward application and understanding of one's world. Parents are expected to make a commitment of involvement as an integral part of this program.

SCHOOL GOALS

Goal	**Level of Achievement**
Maintain positive, safe school environment.	Attained
Implement Kagan instructional strategies in every classroom.	Partially Attained
Incorporate reading/writing standards into instructional strategies.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,402,386
1999-00 Budgeted Amount	$1,409,609
2000-01 Adopted Budget	$1,480,844

*Dollars budgeted or expended are general fund only.

Eagle River School Overview

School Report Card Statement

Eagle River Elementary School **Ruth Michalscheck**

Eagle River is a vibrant community of learners supported by a dedicated, professional staff, a committed PTA, and many solicitous parents. Enrollment this year was much higher than our projected 373 students. Our population tends to be transitory. We fluctuated between 419 and 441 students, ending the year with a total population of 438 students.

We were happy to welcome full-day kindergarten to Eagle River this year. The kindergarten teachers enjoyed having an extended day in which to deliver their curriculum, and they felt that their students were able to experience greater opportunities to be well prepared for first grade. The entire school was richer for having its youngest students present for all assemblies and activities, and providing all of us with their unique, creative, and sometimes amusing perspectives.

Developing independent readers was a major focus at Eagle River. Many students are developing into proficient and confident readers, however 15% of our primary students have been identified as struggling readers. We are committed to working to reduce this number. One ancillary success in reading has been the establishment of an extensive library of leveled reading books. Two of our teachers have begun working on a program for certification in teaching reading. Their additional knowledge can only impact our reading program in a positive way.

We made some significant gains in schoolwide discipline. The numbers of students referred to the office decreased. This can be attributed to our on-going commitment to teach RCCP classes at every grade level, to the training and successful utilization of 40 student mediators. An additional factor in this success has been the training of every teacher in Kagan's Cooperative Learning Strategies, and their implementation of these strategies in their classrooms. A committee of parents and teachers is currently evaluating our existing discipline policy. We want to ensure that our policy is consistent and clearly understood by all stakeholders in our school community.

The Eagle River PTA has been very active in working to support teachers and their delivery of curriculum. One of their major goals was to enhance curriculum through technology. They did this by fund-raising and purchasing a new server for the school. They also organized and monitored a wonderful recreational reading program.

Eagle River Elementary strives to provide a positive learning environment. An environment where each child can be confident of achieving some measure of success. We will continue to utilize every asset within our school district and the community to make the next school year one of the most successful yet.

To be truly effective a discipline policy should be reviewed regularly. It is our intention to establish a new discipline review committee next year to evaluate the present policy and to consider the need for modifications.

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Eagle River School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
435	95%	101	30	7

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
400.6	428.7	93.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	2	-
Intermediate	-	5	-
Combination	1	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutors	.11
Classroom Teachers	18.0	Clerical Support Staff	1.5
Librarians	1.0	Custodians	2.0
Special Education Teachers	3.0		
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.8		
Nurses	.8		

Special Programs: Bilingual Ed., Open Optional, Slingerland for grades 1 and 2, IBM Business Partnership Computer Lab.

Eagle River School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
348	20	35	17	15	0	87
80%	4%	7%	3%	3%	0%	20%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	424	108	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
435	64	49	35	40	188	43.2%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	51	22	24	16	399	0	512
% in One Sch.	54.90%	77.27%	79.17%	68.75%	73.93%	0.00%	72.27%
% in Same Sch.	41.18%	45.45%	58.33%	62.50%	54.14%	0.00%	52.93%

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Eagle River School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	58	51	53
	No.	56	65	72	56
Reading Comprehension	%ile	65	45	61	67
	No.	56	65	72	56
Total Reading	**%ile**	**65**	**52**	**57**	**61**
	No.	55	65	72	56
Language Mechanics	%ile	41	56	65	69
	No.	56	65	72	56
Language Expression	%ile	68	60	64	63
	No.	57	65	72	56
Total Language	**%ile**	**55**	**58**	**65**	**67**
	No.	56	65	72	56
Math Computation	%ile	53	65	53	63
	No.	57	65	72	56
Math Concepts and Applications	%ile	56	60	61	75
	No.	57	64	72	56
Total Mathematics	**%ile**	**55**	**64**	**58**	**69**
	No.	57	64	72	56
Total Battery	**%ile**	**60**	**58**	**61**	**66**
	No.	55	64	72	56
Word Analysis	%ile	51			
	No.	56			
Study Skills	%ile		67	60	62
	No.		64	72	56
Spelling	%ile	41	54	47	38
	No.	56	65	72	56
Science	%ile	55	54	48	52
	No.	57	64	72	56
Social Studies	%ile	57	54	63	54
	No.	57	63	71	56

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	52	60	72	63	63
4	Total Lang. Arts	58	59	70	63	63
4	Total Mathematics	64	52	60	56	60
6	Total Reading	61	69	65	64	69
6	Total Lang. Arts	67	71	72	68	68
6	Total Mathematics	69	73	67	63	74

Eagle River School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	58	57	98	0	0	1
4	67	65	97	0	0	2
5	76	72	94	0	0	4
6	57	56	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	27.3	45.5	27.3	64	60
	Lang. Arts	34	14.7	41.2	44.1	52	62
	Math	34	17.6	26.5	55.9	58	71*
5	Reading	55	34.5	29.1	36.4	63	62
	Lang. Arts	55	16.4	40.0	43.6	60	69*
	Math	55	18.2	50.9	30.9	56	61
6	Reading	40	37.5	35.0	27.5	64	63
	Lang. Arts	40	27.5	27.5	45.0	67	73
	Math	40	20.0	35.0	45.0	58	72*

* Indicates Significant Difference in Means at .05 level.

Table 19

Fairview School Overview

Statement of Program

Fairview Elementary School, located near downtown Anchorage, provides a standard school program of instruction in grades K-6. The staff includes certified classroom teachers, a resource librarian, Federal and State program support staff. A community school program is also housed at Fairview.

The basic instructional program is self-contained with specialists leading art, classroom music, physical education, band, and orchestra. The vision of Fairview is to create and nurture a full service school of life-long learners where all children, their families, school personnel, community members and businesses are partners in learning.

Fairview builds on the strengths of its multicultural students, staff and community to broaden appreciation of cultures and heighten self-confidence, self pride and achievement.

We believe that children should be given instruction to progress at an optimal rate according to their personal abilities. We believe that learning should be exciting and fun for children, and that quality education includes instruction in music, art, physical education, human relations, performing arts, social studies, science, health and work-study skills. The family/community/school partnership is vital to nurturing success in all children, and Fairview strives to achieve success through cooperation.

SCHOOL GOALS

Goal	Level of Achievement
Improve language arts skills.	Partially Attained
Improve math performance.	Partially Attained
Increase inter-personal skills.	Partially Attained
Nurture parents, community, business partnerships.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,830,842
1999-00 Budgeted Amount	$1,722,338
2000-01 Adopted Budget	$1,726,717

*Dollars budgeted or expended are general fund only.

Fairview School Overview

School Report Card Statement

Fairview Elementary School **Berry Geller**

Although standardized test scores did not increase as desired, extraordinary efforts were continually put forth throughout the year to meet our goals. California Achievement Test scores were significantly lower this year. In part, the lower scores could be attributed to the state mandate that all resource students be tested.

Title I assessments administered to students enrolled at Fairview in both the fall and spring showed positive gains for a majority of students.

Efforts directed toward our goal to improve language arts skills included professional development in First Steps, Six Traits Writing, District Literacy training, extensive technology related training, conference attendance, regular grade level and cross grade level planning and collaborating sessions, and through Thursday Family Night Activities to garner family support and participation.

Major software program purchases were made this year to support our goal to improve language arts skills. The staff received initial, introductory training this year and will continue on-going training next year to effectively utilize the schoolwide software program in subsequent years. The programs should be fully implemented early during the next school year.

Additionally, a staff and parent group determined it would be worthwhile to use Title I monies to fund a full time professional development specialist next year. Initially, an emphasis will be placed on staff training in language arts and math. Training sessions will occur in the classrooms during the day as well as opportunities for professional development training sessions at the end of the regular school day.

Addressing interpersonal skills between students revolved around the formation of a schoolwide discipline plan. Although the plan implementation was delayed it is now in effect and used. As with any school discipline plan, it will be necessary to periodically assess and modify it for improvement with changes in the school environment. The plan includes a component for students to receive remedial social skills training with staff during lunch periods rather than just being assigned to detention. It also uses multiple ways to help ensure parents are aware of problems their children encounter.

Fairview School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
466	108%	75	5	164

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
437.9	478.1	91.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	14	2	-
Intermediate	4	5	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.75
Classroom Teachers	24.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	3.0	Indian Education Tutor/Counselor	1.0
Music Teachers	1.2	Teacher Assistants/Aides	2.0
Art Teachers	.6	Clerical Support Staff	1.625
Physical Education Teachers	1.2	Custodians	3.0
Bilingual Teachers	1.0		
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Indian Ed., Title I, Breakfast Program, Counselors

Fairview School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
80	119	112	65	85	5	386
17%	25%	23%	13%	18%	1%	82%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	489	426	87%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	1	2	0	3	0	7
Percent Not Promoted	1.2%	1.3%	2.6%	0%	4.8%	0%	1.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
466	75	46	79	75	275	59.0%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	147	87	144	110	93	11	592
% in One Sch.	59.18%	72.41%	71.53%	56.36%	52.69%	45.45%	62.33%
% in Same Sch.	51.02%	51.72%	53.47%	56.09%	51.61%	9.09%	52.53%

Fairview School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	41	24	15
	No.	72	58	49	62
Reading Comprehension	%ile	36	43	28	23
	No.	72	60	49	61
Total Reading	**%ile**	**38**	**43**	**25**	**17**
	No.	72	58	49	61
Language Mechanics	%ile	36	49	35	34
	No.	73	59	49	62
Language Expression	%ile	41	35	23	31
	No.	73	58	48	62
Total Language	**%ile**	**37**	**43**	**27**	**31**
	No.	73	58	48	62
Math Computation	%ile	54	50	47	32
	No.	70	59	48	63
Math Concepts and Applications	%ile	48	48	41	36
	No.	69	60	47	63
Total Mathematics	**%ile**	**52**	**49**	**44**	**32**
	No.	68	59	47	63
Total Battery	**%ile**	**43**	**46**	**31**	**23**
	No.	67	56	47	61
Word Analysis	%ile	31			
	No.	73			
Study Skills	%ile		52	28	30
	No.		60	45	57
Spelling	%ile	33	52	33	23
	No.	72	60	49	62
Science	%ile	41	47	23	19
	No.	71	60	45	57
Social Studies	%ile	42	38	38	33
	No.	73	60	46	59

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	43	57	47	60	34
4	Total Lang. Arts	43	53	47	57	26
4	Total Mathematics	49	59	60	62	38
6	Total Reading	17	32	43	37	39
6	Total Lang. Arts	31	37	57	39	39
6	Total Mathematics	32	45	60	47	61

Fairview School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	76	73	96	1	0	2
4	65	60	92	1	1	3
5	59	49	83	1	0	9
6	64	63	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	42.4	33.3	24.2	58	55
	Lang. Arts	33	42.4	27.3	30.3	58	51
	Math	33	54.5	27.3	18.2	69	58*
5	Reading	21	52.4	28.6	19.0	56	36*
	Lang. Arts	21	33.3	42.9	23.8	49	35
	Math	21	38.1	23.8	38.1	51	57
6	Reading	35	74.3	17.1	8.6	49	21*
	Lang. Arts	34	41.2	38.2	20.6	49	40
	Math	36	66.7	22.2	11.1	64	39*

* Indicates Significant Difference in Means at .05 level.

Table 20

Fire Lake School Overview

Statement of Program

Fire Lake Elementary School provides a complete K-5 program with emphasis on academic achievement and mastery of the basics for all students. The instructional staff includes K-5 classroom teachers, music teacher, special education resource teachers, and physical education teacher. Support services are available in art, bilingual, OT/PT, psychology, multicultural tutor, and special education teacher assistants.

An extensive after school activities program coordinated with the Fire Lake Community School enables the students, staff, parents, and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

SCHOOL GOALS

Goal	Level of Achievement
Teachers become familiar with state and local standards.	Attained
Improve writing.	Attained

BUDGET*

1998-99 Expenditures	$1,347,660
1999-00 Budgeted Amount	$1,336,080
2000-01 Adopted Budget	$1,340,459

*Dollars budgeted or expended are general fund only.

Fire Lake School Overview

School Report Card Statement

Fire Lake Elementary School **Linda Connelly**

Fire Lake Elementary has experienced a fulfilling and productive year in student achievement and in completion of school goals. This included our work in writing and understanding the characteristics of a standards based classroom.

Throughout the 1999-2000 school year, the Fire Lake staff participated in a school wide staff development effort in which teachers gained greater knowledge and understanding of standards and how they relate to the curriculum, particularly in writing. Instructional strategies focused on standards and assessment. Training consisted of working on a Title VI Grant with three other Eagle River Schools; collaborating with other colleagues to help students achieve standards. This was an exciting effort which resulted in emphasizing standards based classrooms and best practices in writing.

In reading, our CAT scores for third and fourth grade students showed that 72% and 73% of our third and fourth grades students, respectively, fall into the average and high average range in total reading scores. The primary teachers continued in their reading training with the purpose of assessing the growth of each child and to determine interventions when children are in need of extra assistance.

I would like to congratulate the Fire Lake PTA. They put on many local events, and very importantly, contributed to the formation of our computer lab. A special honor awarded this year was the Anchorage School District Volunteer of the Year Award given to Patti Nichols, a PTA member. Patti is greatly deserving of this honor and is a most dedicated and hardworking volunteer.

In summary, through the combined efforts of teachers, students, and parents we made gains in our goal areas. Fire Lake continues to focus on high academic standards as well as a safe and welcoming environment.

Fire Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
345	71%	57	9	7

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
329.5	349.2	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	5	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	14.0	Bilingual Tutors	.42
Librarians	1.0	Clerical Support Staff	1.0
Special Education Teachers	2.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.7		
Nurses	.75		

Special Programs: Bilingual Ed., Community School

Fire Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
272	10	30	15	15	3	73
78%	2%	8%	4%	4%	0%	21%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	349	80	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	Total
Number Not Promoted	0	1	0	2	0	3
Percent Not Promoted	0%	2.1%	0%	2.7%	0%	1.0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
345	36	19	16	25	96	27.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	35	15	11	16	305	6	388
% in One Sch.	62.86%	100.00%	81.82%	75.00%	83.28%	33.33%	80.93%
% in Same Sch.	54.29%	100.00%	63.64%	43.75%	64.26%	16.67%	63.14%

Fire Lake School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		3	4	5
Reading Vocabulary	%ile	58	66	57
	No.	55	72	75
Reading Comprehension	%ile	70	71	63
	No.	58	73	76
Total Reading	**%ile**	**66**	**70**	**62**
	No.	55	71	73
Language Mechanics	%ile	47	65	72
	No.	58	74	73
Language Expression	%ile	66	66	69
	No.	58	74	73
Total Language	**%ile**	**58**	**67**	**74**
	No.	58	74	71
Math Computation	%ile	76	63	60
	No.	58	74	78
Math Concepts and Applications	%ile	61	74	68
	No.	58	72	78
Total Mathematics	**%ile**	**69**	**72**	**67**
	No.	58	72	77
Total Battery	**%ile**	**66**	**72**	**70**
	No.	55	69	69
Word Analysis	%ile	50		
	No.	55		
Study Skills	%ile		69	61
	No.		71	75
Spelling	%ile	49	57	49
	No.	58	74	75
Science	%ile	60	70	57
	No.	57	70	74
Social Studies	%ile	61	60	71
	No.	57	70	74

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	70	63	53	54	54
4	Total Lang. Arts	67	69	54	54	45
4	Total Mathematics	72	82	59	69	65

Fire Lake School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	58	58	100	0	0	0
4	74	74	100	0	0	0
5	80	78	97	1	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	46	17.4	45.7	37.0	65	70
	Lang. Arts	48	20.8	18.8	60.4	48	66*
	Math	48	14.6	33.3	52.1	58	73*
5	Reading	56	17.9	48.2	33.9	64	69*
	Lang. Arts	56	12.5	41.1	46.4	68	78*
	Math	62	53.2	33.9	12.9	83	73*

* Indicates Significant Difference in Means at .05 level.

Table 21

Government Hill School Overview

Statement of Program

Government Hill Elementary School provides a complete K-6 and a two-way Spanish Immersion program of instruction to its students and community. The school staff consists of special education resource teachers, Title 1 specialists, bilingual tutors, family school coordinator, speech/language teacher, and a nurse.

Government Hill is dedicated to provide the best educational environment possible and to meet the needs of a bilingual multicultural community. Emphasis is placed on mastery of the reading, writing and math skills, enrichment activities, computer literacy, and parent and community/business involvement.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading interest/achievement.	Attained
Improve math problem solving.	Attained
Improve written language.	Attained
Work on curriculum integration and align to standards.	Attained

BUDGET*

1998-99 Expenditures	$1,635,471
1999-00 Budgeted Amount	$1,806,873
2000-01 Adopted Budget	$1,811,252

*Dollars budgeted or expended are general fund only.

Government Hill School Overview

School Report Card Statement

Government Hill Elementary School **Sandy Stephens**

Government Hill Elementary is an exciting place to work and learn. Government Hill continues to have a focus on high academic standards as well as a safe and welcoming environment. The Government Hill staff developed a clear message about the school during the 97-98 school year and continues to use this message to keep us focused on what we are all about:

Government Hill is a positive, user-friendly, multicultural elementary school with high standards for all students.

The staff goals this year have been to work on training in the following areas:
o Cooperative Learning
o Effective Reading Strategies Training
o Continuation of the Curriculum Integration Project including Standards
o Second Language Acquisition Strategies/ESL
o Computer Training for integration of technology and the curriculum

The staff has continued to work on collaboration within teams and developing differentiated curriculum for students in an inclusive model. This year the focus has targeted students that need assistance especially in the area of reading and provide them numerous opportunities to practice reading. Government Hill Elementary continues to try to work through the issues of meeting the needs of gifted students on site at Government Hill.

Government Hill staff has worked on cross training personnel so all the support staff is familiar with Special Education, Bilingual, Title I, Migrant and Indian Education requirements and program focus.

Highly trained staff will insure that Government Hill students are successful in achieving the high standards of academics as well as appropriate social development expected of all of the students.

Government Hill School Characteristics

SCHOOL MEMBERSHIP

September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
453	148%	68	26	194

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
413.8	441.9	93.6%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	-	12	-
Intermediate	2	-	-
Combination	1	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.0
Classroom Teachers	19.0	Title I Coordinators	.5
Librarians	1.0	International Tutors	10.0
Special Education Teachers	1.0	Indian Education TSA	.4
Music Teachers	1.0	Computer Teacher Aide Title 1	.6
Art Teachers	.5	Title VII Specialist	1.0
Physical Education Teachers	1.0	Title VII Secretary	.5
Bilingual Teachers	.5	Clerical Support Staff	1.5
Counselors	1.0	Custodians	2.0
Nurses	.6		

Special Programs: Bilingual Ed., Breakfast Program, Computer Labs, Counselor, Full-Day Kindergarten, Indian Ed., partial Spanish Immersion, Title I, Title VII

Government Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
170	35	45	34	165	10	289
37%	7%	9%	6%	35%	2%	62%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	439	172	39%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
453	30	20	50	27	127	28.0%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	50	38	42	172	189	13	504
% in One Sch.	76.00%	65.79%	76.19%	83.14%	83.07%	61.54%	79.96%
% in Same Sch.	58.00%	78.95%	59.52%	74.42%	70.37%	0.00%	68.45%

Government Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	77	56	46
	No.	67	48	45	34
Reading Comprehension	%ile	66	73	63	46
	No.	67	48	45	34
Total Reading	**%ile**	**64**	**78**	**61**	**45**
	No.	67	48	45	34
Language Mechanics	%ile	54	71	73	55
	No.	67	48	45	34
Language Expression	%ile	58	76	68	57
	No.	67	48	45	34
Total Language	**%ile**	**56**	**76**	**73**	**56**
	No.	67	48	45	34
Math Computation	%ile	71	87	56	47
	No.	67	48	45	34
Math Concepts and Applications	%ile	61	83	69	64
	No.	67	48	45	34
Total Mathematics	**%ile**	**68**	**87**	**65**	**55**
	No.	67	48	45	34
Total Battery	**%ile**	**64**	**83**	**70**	**51**
	No.	67	48	45	34
Word Analysis	%ile	50			
	No.	67			
Study Skills	%ile		76	65	58
	No.		48	45	34
Spelling	%ile	49	62	67	39
	No.	66	48	45	34
Science	%ile	65	75	48	42
	No.	67	48	45	34
Social Studies	%ile	61	71	68	52
	No.	67	48	45	34

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	78	77	61	34	40
4	Total Lang. Arts	76	78	60	46	38
4	Total Mathematics	87	85	61	60	61
6	Total Reading	45	61	35	53	35
6	Total Lang. Arts	56	58	48	55	34
6	Total Mathematics	55	52	54	65	54

Government Hill School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	73	67	91	1	0	5
4	54	48	88	2	2	2
5	48	45	93	1	1	1
6	39	34	87	3	1	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	38	31.6	44.7	23.7	86	81
	Lang. Arts	38	28.9	31.6	39.5	78	79
	Math	38	23.7	36.8	39.5	89	90
5	Reading	35	51.4	34.3	14.3	77	66*
	Lang. Arts	35	42.9	31.4	25.7	80	78
	Math	35	65.7	20.0	14.3	84	71*
6	Reading	28	50.0	14.3	35.7	54	46
	Lang. Arts	28	42.9	17.9	39.3	60	63
	Math	28	28.6	32.1	39.3	50	54

* Indicates Significant Difference in Means at .05 level.

Table 22

Homestead School Overview

Statement of Program

Homestead Elementary School provides a K-6 program of instruction to its students in a neighborhood school environment. The school provides a full instructional program including classroom, music, physical education, art, special education, speech and gifted instruction. The school also serves as a community site for many after school activities including Camp Fire and a variety of athletic events supporting the Eagle River area.

Homestead is dedicated to offering a well rounded education which meets the individual needs of all students. There is an ongoing emphasis on academic excellence and personal pride. Stress is placed on the mastery of basic skills with a challenge to stretch one's potential. Homestead provides housing for the IGNITE Program providing gifted services to three local schools. A full offering of technological skills is also provided with a K-6 computer education curriculum, computer lab, internet access stations and a staff maintained World Wide Website. (www.asd.k12.ak.us/Schools/Homestead).

SCHOOL GOALS

Goal	Level of Achievement
Improve reading.	Attained
Improve writing mechanics, spelling, and creativity.	Attained

BUDGET*

1998-99 Expenditures	$1,632,106
1999-00 Budgeted Amount	$1,850,273
2000-01 Adopted Budget	$1,656,111

*Dollars budgeted or expended are general fund only.

Homestead School Overview

School Report Card Statement

Homestead Elementary School **Ed Scherer**

As I began to reflect over the past year I must admit that it is with mixed emotions. We began the year with the death of one of our kindergarten students. Aimee wasn't with us very long before cancer took her but in that short time we learned much about ourselves. Soon after her death we again became engrossed in the daily operation on our school. A new PTA board developed an exciting calendar of events in support of our curricular needs. Our newly refurbished computer lab brightens each of our days. Of course there were all the fairs, you know...science, math, book and invention. We transitioned from a classroom model of instruction for the gifted to a more traditional pull out program but held on to our work in differentiated instruction. Our second grade salmon project grew fish so rapidly that the Department of Fish and Game were ready to publish the phenomenon. Then it ended even quicker when a contractor inadvertently shut off the power to the tank's refrigeration unit. Our wonderful music teacher, Robin Hopper, was selected as AEA's Teacher of the Year while her chorus debuted our very own school song, "Homestead Huskies," which proved to be an overnight hit. Then of course there were those heavy discussions of Standards. These have now taken a back seat as we have become involved in moving out of our building to make way for heating and ventilation renovations. With boxes piled high, we're analyzing test scores, completing report cards and still recuperating from sixth grade camp and let's not forget that almost teacher strike and recent budget cuts. I took a deep breath today as I left school trying to resolve a staffing dilemma. As I did I noticed the young tree that had been planted out front in Aimee's memory last fall. It's just starting to bloom. Somehow all those so important things didn't seem so important anymore. It all comes down to the memory of a beautiful child. But then that's exactly why we're in education. Yes it has been quite a year. For those of you who read my thoughts, I invite you to visit Homestead some day. When you do I hope you will pause for a moment to see Aimee's tree. I think you'll understand what our school is all about.

Homestead School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
444	81%	89	51	2

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
427.2	445.9	95.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	7	-
Intermediate	-	8	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	19.0	Bilingual Tutors	.05
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	.5		
Nurses	.7		

Special Programs: Computer labs, Classroom Delivery for the Gifted

Homestead School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
385	13	32	7	6	0	58
86%	2%	6%	1%	1%	0%	13%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	446	44	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	1	0	0	2
Percent Not Promoted	0%	1.7%	0%	0%	1.4%	0%	0%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
444	31	19	17	18	85	19.1%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	33	7	14	7	419	1	481
% in One Sch.	84.85%	100.00%	78.57%	57.14%	88.54%	0.00%	87.53%
% in Same Sch.	69.70%	85.71%	64.29%	71.43%	71.12%	0.00%	70.89%

Homestead School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	71	72	58	55
	No.	63	69	79	53
Reading Comprehension	%ile	76	68	66	65
	No.	62	69	79	53
Total Reading	**%ile**	**76**	**72**	**64**	**61**
	No.	62	69	79	53
Language Mechanics	%ile	66	68	87	75
	No.	63	69	79	53
Language Expression	%ile	70	70	68	67
	No.	63	69	81	53
Total Language	**%ile**	**69**	**71**	**81**	**72**
	No.	63	69	79	53
Math Computation	%ile	62	78	78	61
	No.	61	69	81	53
Math Concepts and Applications	%ile	67	77	79	78
	No.	61	69	81	53
Total Mathematics	**%ile**	**66**	**79**	**81**	**70**
	No.	60	69	81	53
Total Battery	**%ile**	**73**	**75**	**80**	**70**
	No.	59	69	79	53
Word Analysis	%ile	66			
	No.	63			
Study Skills	%ile		75	60	64
	No.		69	81	53
Spelling	%ile	63	63	58	57
	No.	63	69	79	53
Science	%ile	65	67	56	53
	No.	60	69	80	53
Social Studies	%ile	68	64	75	64
	No.	61	69	80	53

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	72	61	67	62	71
4	Total Lang. Arts	71	67	68	74	72
4	Total Mathematics	79	69	60	76	75
6	Total Reading	61	67	73	63	63
6	Total Lang. Arts	72	69	75	69	67
6	Total Mathematics	70	66	75	73	66

Homestead School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	67	63	94	0	0	4
4	73	69	94	0	2	2
5	83	81	97	0	0	2
6	53	53	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	59	16.9	35.6	47.5	62	74
	Lang. Arts	59	20.3	28.8	50.8	60	74
	Math	60	11.7	26.7	61.7	66	80
5	Reading	58	29.3	36.2	34.5	67	69
	Lang. Arts	58	6.9	27.6	65.5	75	87
	Math	60	15.0	33.3	51.7	75	86
6	Reading	39	38.5	41.0	20.5	67	61
	Lang. Arts	39	38.5	33.3	28.2	77	76
	Math	39	28.2	35.9	35.9	71	73

* Indicates Significant Difference in Means at .05 level.

Table 23

Huffman School Overview

Statement of Program

Huffman is a standard elementary school with a traditional instructional program for students in grades K-6. Highly dedicated teaching staff and support personnel provide an educational program for students which emphasizes excellence in basic academic skill development, positive self-concept building, experiencing responsibility, and learning American citizenship values. Huffman offers all students an opportunity for a quality education while considering each student's needs, abilities, and interests. Special Education is available to qualified students K-6, as is Slingerland instruction in grades one, two, and three. Each class in grades K-6 is involved in microcomputer activities in the new computer lab. Literature is also emphasized in K-6 through classroom instruction, Bookmates, Battle of the Books, accelerated Reader and 100 Book Club, Readers are Leaders - an active recreational reading program, and the library instructional program.

Beginning with the 1990-91 school year, Huffman has been a site for the Camp Fire Before and After School program. As a satellite of Rabbit Creek Community School, Huffman serves the needs of the community through various classes and recreational opportunities. The support and encouragement of the local PTA is also an integral part of the entire school program.

SCHOOL GOALS

Goal	Level of Achievement
Maintain/improve reading.	Attained
Implement Everyday Math with focus on computation and problem solving.	Attained

BUDGET*

1998-99 Expenditures	$1,654,458
1999-00 Budgeted Amount	$1,697,026
2000-01 Adopted Budget	$1,702,864

*Dollars budgeted or expended are general fund only..

Huffman School Overview

School Report Card Statement

Huffman Elementary School **Jim Kurka**

Huffman Elementary is an exciting place to work and learn. Huffman continues to maintain a focus on high academic standards as well as providing a safe and positive learning environment.

Reading was a major emphasis for students and staff training throughout the school year.

All Staff members participated in and coordinated with our School wide Reading Goals. Four teachers were trained as Literacy Leaders for Huffman Elementary. After this years training they plan on inservicing school staff members next year. Four other staff members are involved in the K-12 Balanced Reading Program Grant through the University of Alaska which will give them a Reading Endorsement on their Certificate. In addition third grade teachers received their District Wide initiative Reading Inservice Training this year. Huffman's focus will remain centered around the Language Arts for the next year or two.

On May 18th, Huffman Elementary held it's Circus and Renaissance Fair in celebration of the acquisition of the necessary hardware and software and implementation of Accelerated Reader Program. This program would not have been made possible without the financial backing of our business partners, WalMart and Northrim Bank that have donated substantial sums for acquisition of the server we needed to operate the program building wide. Many thanks goes to Jan Cawvey for the many hours that she has put in to make this program successful. We appreciate the many PTA volunteers such as Jan that have helped us to reach our reading goals.

Huffman Elementary is a community that is friendly and grounded in providing great learning opportunities for students.

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Huffman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
495	98%	102	32	11

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
471.2	492.8	95.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	9	4	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.625
Classroom Teachers	17.0	Bilingual Tutors	.32
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Slingerland for grades 1-3

Huffman School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
431	10	26	17	12	0	65
87%	2%	5%	3%	2%	0%	12%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	497	24	5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	2	1	0	0	0	0	3
Percent Not Promoted	0%	2.6%	1.8%	0%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
495	28	15	9	12	64	12.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	28	18	11	11	447	0	515
% in One Sch.	82.14%	94.44%	72.73%	72.73%	93.29%	0.00%	91.84%
% in Same Sch.	78.57%	72.22%	36.36%	63.64%	72.71%	0.00%	72.04%

Huffman School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	69	77	74	69
	No.	58	69	71	84
Reading Comprehension	%ile	70	76	78	79
	No.	58	69	71	84
Total Reading	**%ile**	**71**	**79**	**79**	**77**
	No.	58	69	71	84
Language Mechanics	%ile	67	81	86	76
	No.	58	69	71	84
Language Expression	%ile	69	80	82	78
	No.	58	69	71	84
Total Language	**%ile**	**69**	**83**	**86**	**78**
	No.	58	69	71	84
Math Computation	%ile	71	81	80	79
	No.	58	68	71	84
Math Concepts and Applications	%ile	69	85	85	87
	No.	58	68	71	84
Total Mathematics	**%ile**	**71**	**86**	**85**	**84**
	No.	59	68	71	84
Total Battery	**%ile**	**72**	**85**	**87**	**82**
	No.	58	68	71	84
Word Analysis	%ile	55			
	No.	58			
Study Skills	%ile		82	71	77
	No.		68	71	84
Spelling	%ile	49	66	67	65
	No.	59	69	71	84
Science	%ile	78	79	68	83
	No.	58	68	71	84
Social Studies	%ile	72	81	77	76
	No.	58	68	71	84

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	79	78	78	78	80
4	Total Lang. Arts	83	78	79	79	76
4	Total Mathematics	86	87	87	87	84
6	Total Reading	77	80	81	77	84
6	Total Lang. Arts	78	83	82	82	83
6	Total Mathematics	84	86	84	85	89

Huffman School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	64	59	92	2	3	0
4	74	69	93	0	0	5
5	74	71	95	0	0	3
6	85	84	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	54	22.2	48.1	29.6	78	82
	Lang. Arts	54	24.1	25.9	50.0	76	85*
	Math	54	11.1	31.5	57.4	76	89*
5	Reading	60	23.3	40.0	36.7	79	81
	Lang. Arts	60	11.7	35.0	53.3	80	88*
	Math	60	26.7	46.7	26.7	87	86
6	Reading	73	32.9	41.1	26.0	81	80
	Lang. Arts	74	37.8	37.8	24.3	84	80
	Math	74	25.7	37.8	36.5	81	85*

* Indicates Significant Difference in Means at .05 level.

Table 24

Inlet View School Overview

Statement of Program
Inlet View provides a program to promote personal responsibility, develop useful study and work skills, and emphasize student mastery of basic math and reading. To facilitate these ends the school has organized instructional approaches, classroom groupings, resource materials and personnel. Because discipline and order are necessary for the learning process, rules have been written by students and staff based on group needs, individual and group responsibilities, as well as health and safety concerns. These purposes involve cooperative efforts among teachers, students and parents on a continuing basis.

SCHOOL GOALS

Goal	Level of Achievement
Read independently at end of grade 3.	Attained
Develop positive attitudes and behavior relative to printed material.	Attained
Improve spelling.	Attained

BUDGET*

1998-99 Expenditures	$993,567
1999-00 Budgeted Amount	$1,069,476
2000-01 Adopted Budget	$1,073,855

*Dollars budgeted or expended are general fund only.

Inlet View School Overview

School Report Card Statement

Inlet View Elementary School **Becky Randazzo**

This past year has been successful since we reached all of our goals. We have had a lot of parents, former students and community members volunteer which has contributed to our successes. However, I don't think these successes have been reflected in our test scores. Our CAT scores are not as high as they have been in the past. However, our school goals were all attained and we are still moving in a positive, forward direction. Our student population is changing rapidly as our children are not coming to school as prepared to learn as they use to be. The number of our students with significant disabilities has increased. Since our school is small and all students are tested, the end results are lower averaged scores for the whole school.

Inlet View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
258	88%	59	21	26

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
232.7	249.6	93.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	3	-
Intermediate	1	3	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers	11.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.0
Music Teachers	.6		
Art Teachers	.3		
Physical Education Teachers	.6		
Gifted Teachers	2.0		
Nurses	.5		

Special Programs: Community School, Gifted sites

Inlet View School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
183	7	22	24	21	1	75
70%	2%	8%	8%	8%	0%	29%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	249	61	28%

* Estimate of children from low income families is based on Free/Reduced Lunch Program

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	3.0%	0%	0%	0%	0%	0%	.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
258	22	21	25	24	92	35.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	34	28	9	23	197	1	292
% in One Sch.	55.88%	85.71%	77.78%	73.91%	80.20%	100.00%	77.40%
% in Same Sch.	38.24%	67.86%	55.56%	65.22%	67.01%	0.00%	63.01%

Inlet View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	52	54	45
	No.	40	40	31	35
Reading Comprehension	%ile	61	65	64	69
	No.	40	40	31	35
Total Reading	**%ile**	**60**	**60**	**61**	**61**
	No.	40	40	31	35
Language Mechanics	%ile	41	54	70	68
	No.	40	40	31	35
Language Expression	%ile	60	53	63	68
	No.	40	40	31	35
Total Language	**%ile**	**51**	**53**	**67**	**68**
	No.	40	40	31	35
Math Computation	%ile	49	55	58	76
	No.	40	40	31	35
Math Concepts and Applications	%ile	54	58	67	72
	No.	39	40	31	35
Total Mathematics	**%ile**	**55**	**57**	**63**	**74**
	No.	39	40	31	35
Total Battery	**%ile**	**58**	**57**	**64**	**68**
	No.	39	40	31	35
Word Analysis	%ile	48			
	No.	40			
Study Skills	%ile		60	65	69
	No.		40	31	35
Spelling	%ile	43	50	60	70
	No.	40	40	31	35
Science	%ile	57	64	52	54
	No.	39	40	31	35
Social Studies	%ile	59	45	71	69
	No.	39	40	31	35

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	60	70	64	73	74
4	Total Lang. Arts	53	70	60	65	61
4	Total Mathematics	57	73	81	76	76
6	Total Reading	61	67	75	74	75
6	Total Lang. Arts	68	69	81	80	78
6	Total Mathematics	74	77	88	84	87

Inlet View School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	41	40	97	0	0	1
4	41	40	97	0	0	1
5	31	31	100	0	0	0
6	34	35	102	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	31	19.4	45.2	35.5	62	67
	Lang. Arts	31	38.7	38.7	22.6	62	58
	Math	31	35.5	35.5	29.0	62	60
5	Reading	23	34.8	39.1	26.1	71	65
	Lang. Arts	23	17.4	47.8	34.8	68	73
	Math	23	52.2	17.4	30.4	73	68
6	Reading	25	24.0	36.0	40.0	64	68
	Lang. Arts	25	12.0	48.0	40.0	64	76*
	Math	25	20.0	48.0	32.0	73	79*

* Indicates Significant Difference in Means at .05 level.

Table 25

Kasuun School Overview

Statement of Program

Kasuun Elementary School serves students in kindergarten through grade 6. The school program includes a well defined core curriculum in language arts, reading, mathematics, science and social studies that follows the recommended frameworks of the Anchorage School District. Students also have the opportunity for participation in general music, physical education, art, library science, computer technology, gifted education, and sixth grade band and orchestra.

The professional staff strives to assist students in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected, and differences are valued.

We stress a strong commitment to the relationship between the school, home, and our richly diverse community. Parents are invited to join us in a partnership to provide the children with essential skills that create productive, caring people.

SCHOOL GOALS

Goal	Level of Achievement
Maintain/improve math computation.	Attained
Improve reading performances.	Attained
Emphasis writing.	Attained

BUDGET*

1998-99 Expenditures	$2,032,375
1999-00 Budgeted Amount	$2,217,467
2000-01 Adopted Budget	$2,224,764

*Dollars budgeted or expended are general fund only.

Kasuun School Overview

School Report Card Statement

Kasuun **Colleen Stevens**

As we complete our fourth year in existence, Kasuun Elementary School has achieved many successes and progressed toward our commitment to providing a program that will lead to academic excellence for all students. Developing an academic focus has been the galvanizing force in uniting the parents and our professional staff in creating a true community of learners.

We began this process by identifying the priorities of parents, staff, and students. Strong basic skills came across clearly and are central to all our work with children and our school report card goals. Specific yearlong goals and outcomes are detailed in this report.

For the past four years, we have initiated and developed an approach that assists in making every child a successful reader. Our Reading Renaissance program (K-6) has proven to be an effective way of giving students the reading practice time they need to strengthen their reading skills and fluency. It combines an intensive regimen of reading practice, motivational techniques and state-of-the-art technology. Our students love it, the parents report that their children are reading all the time, and the librarian states that she has doubled the check out of books. Upon completing a book, students take a comprehension test on the story and receive points for passing the tests. Our Renaissance Faire at the end of the school year celebrates everyone's success in reading and is the highlight of the students' academic year. It is all day long, filled with music, art and P.E. activities. This year over forty parent volunteers enjoyed and provided support for the faire.

A sampling of the areas of students' success this year include the 13 sixth grade students that received the Presidential Award for Educational Excellence and 8 students received the President's Award of Educational Improvement at the end of the school year. One student received the Bell Benton award for poetry. We had many student projects recognized in the State PTA Reflections Program and over 200 science projects were entered in our science fair and many went on to the state science fair.

We have developed many unique programs that promote academic achievement and motivate towards excellence. Our fourth annual Breakfast of Champions provided a banquet atmosphere for all our 3-6 graders, serving breakfast for their physical bodies while community speakers provided nourishment for their intellectual needs. Students were motivated to set goals and try their best by TV/radio personality, UAA hockey coach, First Sergeant, and a lady and her guide dog from the Center for the Blind. Sixth grade students were nominated, completed a personal portfolio and interview, for the third annual S.T.R.IV.E Award (Students Trying to Achieve Individual Excellence). Three panelists (school board member, business partner, and TV personality) selected fifteen finalists and three were selected as Students of the Year. Our second Spell-A-Thon was held. Students learned 100 grade appropriate words (K-6), and in the two years earned over $30,000. for technology. A new IMAC lab was ordered with the funds for the school.

New academic programs were implemented this year. The first, second, and third grade teachers began a pilot program, Early Success and Soar to Success for struggling readers. Our choir produced a musical, A Knight to Remember. We hosted two artists from a small Russian village who taught all our students to paint Matrushka nesting dolls. In conjunction with the two-week visit of our artists, we held a Russian Cultural Evening with performances from 20 members from the Anchorage Russian community. Our first grade teachers expanded their reading grant and purchased tape recorders that allowed the children to develop audio portfolios of their reading. These recorders accompanied the students home to share their reading progression and successes with their parents. Through an Excellence in Education grant, our primary teachers coordinated and purchased software for the use of our primary students in our computer lab. We received two Title VI grants to support the teachers in their development of Six Traits of Writing and Kagan Cooperative Learning skills. We held both a Homework Club and a Reading Club for students who needed help after school.

Our sixth graders learned and taught the Kelso conflict resolution program to the primary grades. They also teamed with our business partner, BLM, to adopt both E 68th and Abbott Loop roadways. The students received praise from both the homeowners and the BLM employees for their efforts. This is the second year that Kasuun has won the Mayor's trophy for Clean Up Day.

Kasuun School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
649	119%	109	23	76

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
612.3	641.2	95.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	10	7	-
Intermediate	-	7	3
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	5.5
Classroom Teachers	23.0	Bilingual Tutors	1.5
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	2.0		
Nurses	1.0		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1.

Kasuun School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
427	63	73	50	38	0	224
65%	9%	11%	7%	5%	0%	34%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	647	133	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	1	0	2	1	0	9
Percent Not Promoted	5.2%	1.1%	0%	1.9%	1.1%	0%	1.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
649	52	57	38	46	193	29.7%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	57	33	11	17	459	3	580
% in One Sch.	75.44%	100.00%	81.82%	76.47%	88.45%	66.67%	87.24%
% in Same Sch.	61.40%	84.85%	90.91%	41.18%	68.19%	0.00%	67.76%

Kasuun School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	56	60	54
	No.	107	103	95	84
Reading Comprehension	%ile	59	60	60	69
	No.	106	103	95	84
Total Reading	**%ile**	**58**	**60**	**61**	**62**
	No.	106	103	95	84
Language Mechanics	%ile	46	61	68	79
	No.	107	103	95	84
Language Expression	%ile	59	57	66	72
	No.	107	103	95	84
Total Language	**%ile**	**53**	**59**	**68**	**78**
	No.	107	103	95	84
Math Computation	%ile	60	80	72	87
	No.	107	103	95	84
Math Concepts and Applications	%ile	64	68	69	78
	No.	107	103	95	84
Total Mathematics	**%ile**	**64**	**76**	**72**	**85**
	No.	107	103	95	84
Total Battery	**%ile**	**58**	**66**	**70**	**78**
	No.	106	103	95	84
Word Analysis	%ile	50			
	No.	107			
Study Skills	%ile		67	61	71
	No.		102	95	84
Spelling	%ile	55	60	52	64
	No.	107	103	95	84
Science	%ile	63	58	49	61
	No.	107	100	95	84
Social Studies	%ile	57	56	66	65
	No.	107	99	95	84

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	60	66	68	69	N/A
4	Total Lang. Arts	59	65	68	68	N/A
4	Total Mathematics	76	76	69	62	N/A
6	Total Reading	62	64	53	60	N/A
6	Total Lang. Arts	78	72	67	59	N/A
6	Total Mathematics	85	72	66	70	N/A

Kasuun School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	110	107	97	0	2	1
4	105	103	98	0	1	1
5	95	95	100	0	0	0
6	86	84	97	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	72	29.2	38.9	31.9	63	62
	Lang. Arts	73	17.8	32.9	49.3	53	62*
	Math	74	9.5	27.0	63.5	60	80*
5	Reading	71	31.0	29.6	39.4	66	67
	Lang. Arts	71	15.5	39.4	45.1	64	72*
	Math	73	32.9	35.6	31.5	77	77
6	Reading	69	23.2	36.2	40.6	60	65
	Lang. Arts	69	31.9	30.4	37.7	76	79
	Math	69	13.0	36.2	50.7	77	87*

* Indicates Significant Difference in Means at .05 level.

Table 26

John F. Kennedy School Overview

Statement of Program

John F. Kennedy Elementary School provides a comprehensive program of instruction for students in grades K-6 whose parents reside or work on Fort Richardson. The school has an instructional staff which includes the Title I program to help underachieving students in reading/language arts. Kennedy students attend full-day kindergarten and have access to the gifted and talented program which is housed in our school. Kennedy staff also includes a speech teacher, nurse, bilingual tutor, and family school services coordinator as well as specialists for physical education, art, music, and library. There is a mini computer lab in the library which is used weekly by small groups of students.

The Kennedy PTA has an active parent volunteer program and helps run recreational reading and student achievement programs. Ongoing communication between the home and the school is a goal of the PTA and the Kennedy staff.

SCHOOL GOALS

Goal	Level of Achievement
Enhance the reading/language arts program.	Attained
Increase phonemic awareness.	Attained
Develop technology skills.	Attained

BUDGET*

1998-99 Expenditures	$1,030,600
1999-00 Budgeted Amount	$1,112,233
2000-01 Adopted Budget	$1,116,612

*Dollars budgeted or expended are general fund only.

John F. Kennedy School Overview

School Report Card Statement

Kennedy, J. F. Elementary School **Betty Silverthorn**

It is with great pleasure that I complete this report; particularly this year. Our school, John F. Kennedy Elementary, will be closing forever at the end of this school year. This school has had a very good reputation for all of its twenty six years. Unfortunately, the military is down sizing and so the school must close due to loss of enrollment.

I have been the principal for the last four years and it has been a wonderful experience working with this staff and community. Our military families have been very involved in our school. They actively participate in setting goals and in volunteering throughout each year. We have an incredible PTA, that spends so many hours helping us in the classroom along with fund raisers that are only for the purchase of materials and printers for our students and teachers.
Each year we have been working on developing a balanced reading program K-3, along with continual emphasis in written language 4-6.

This year our staff worked together collaboratively on developing our standards notebook, along with creating some standard based curriculum. These two projects will continue on next year with our staff when they move to Ursa Major.
Our staff, students and parents feel that we have successfully met all of our goals. I am very confident that this group of people will continue to support their new school.

I will be retiring at the end of this school year. My experiences in Alaska have been wonderful and I will miss working with all of these people.

John F. Kennedy School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
232	72%	20	3	8

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
222.7	231.8	96.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	4	-
Intermediate	2	1	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	11.0	Title I Coordinators	.5
Librarians	1.0	Bilingual Tutors	.55
Special Education Teachers	1.5	Title I Parent Workers	3.0
Music Teachers	.4	Teacher Assistants/Aides	1.0
Art Teachers	.3	Clerical Support Staff	1.0
Physical Education Teachers	.5	Custodians	2.0
Gifted Teachers	1.0		
Nurses	.5		

Special Programs: Full-Day Kindergarten, Title I, Gifted sites, Slingerland for grade 1

John F. Kennedy School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
139	62	4	3	15	6	90
60%	27%	1%	1%	6%	2%	39%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	234	131	56%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	0	3
Percent Not Promoted	7.5%	0%	0%	0%	0%	0%	1.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
232	52	52	11	18	133	57.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	3	4	94	16	165	6	288
% in One Sch.	66.67%	75.00%	39.36%	75.00%	73.33%	83.33%	62.50%
% in Same Sch.	33.33%	50.00%	41.49%	43.75%	54.55%	16.67%	48.61%

John F. Kennedy School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	42	52	54	56
	No.	17	26	32	26
Reading Comprehension	%ile	49	50	52	65
	No.	17	26	32	26
Total Reading	**%ile**	**46**	**50**	**54**	**63**
	No.	17	2[illegible]	32	26
Language Mechanics	%ile	39	55	73	70
	No.	17	26	32	26
Language Expression	%ile	38	49	58	65
	No.	17	26	32	26
Total Language	**%ile**	**37**	**51**	**67**	**69**
	No.	17	26	32	26
Math Computation	%ile	57	78	69	62
	No.	17	26	32	25
Math Concepts and Applications	%ile	50	60	64	65
	No.	17	26	32	25
Total Mathematics	**%ile**	**52**	**70**	**67**	**62**
	No.	17	26	32	25
Total Battery	**%ile**	**43**	**57**	**64**	**65**
	No.	17	26	32	25
Word Analysis	%ile	35			
	No.	17			
Study Skills	%ile		60	52	53
	No.		26	32	26
Spelling	%ile	29	45	55	66
	No.	17	26	32	26
Science	%ile	32	57	50	57
	No.	17	26	32	26
Social Studies	%ile	48	51	67	53
	No.	17	26	32	26

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	50	50	53	52	67
4	Total Lang. Arts	51	53	62	52	60
4	Total Mathematics	70	56	60	62	51
6	Total Reading	63	41	62	44	57
6	Total Lang. Arts	69	46	64	46	61
6	Total Mathematics	62	48	68	35	53

John F. Kennedy School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	16	17	106	0	0	0
4	26	26	100	0	0	0
5	32	32	100	0	0	0
6	25	26	104	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	11	36.4	18.2	45.5	51	60
	Lang. Arts	11	18.2	45.5	36.4	61	66
	Math	11	18.2	18.2	63.6	65	81
5	Reading	22	13.6	59.1	27.3	53	54
	Lang. Arts	22	18.2	36.4	45.5	53	65
	Math	22	22.7	27.3	50.0	61	71
6	Reading	15	33.3	46.7	20.0	75	68
	Lang. Arts	15	40.0	20.0	40.0	78	79
	Math	15	33.3	40.0	26.7	65	65

* Indicates Significant Difference in Means at .05 level.

Table 27

Kincaid School Overview

Statement of Program

Kincaid Elementary School will provide a complete K-6 program of instruction for its students. The school staff will include a librarian, special education resource and intensive needs teachers, a physical education teacher, a music teacher and an art teacher.

The needs of all students will be met through a variety of developmentally appropriate teaching methods. Opportunities for both team teaching and self-contained classrooms are included in the program. The goal of the education program is to educate our students for today and the future, and to develop skills and a love of learning that will prepare them to be contributing citizens and employees in an ever changing world.

We are a neighborhood school and recognize that a program cannot be built without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Provide effective reading instruction in primary/Intervene with identified students.	Attained
Improve spelling.	Partially Attained
Align curriculum and instruction to adopted standards.	Attained

BUDGET*

1998-99 Expenditures	$1,584,357
1999-00 Budgeted Amount	$1,754,671
2000-01 Adopted Budget	$1,760,509

*Dollars budgeted or expended are general fund only.

Kincaid School Overview

School Report Card Statement

Kincaid Elementary School **Bruce Lamm**

As I retire after 29 years of education in Alaska and four years as the principal of Kincaid Elementary School, I can leave knowing that things are going well at Kincaid. Using any type of assessment the school is academically healthy. Test scores are consistently above national and District averages, discipline referrals are decreasing each year and Kincaid students now in high and middle school are doing well. I was particularly pleased with the results of this years sixth grade math placement results. 42% of our sixth graders qualified for pre-algebra. This was the highest percentage for this area and among the best in the District.

Kincaid still has most of the original staff that opened the school four years ago. Teachers who have left have moved on to other programs, promotions or have retired. The school is becoming the community of learners that we visualized when we began. I believe that the real strength of this school is the staff. They have worked long and hard to make the school what it is. Besides delivering a quality educational program they have also formed bonds with parents and students to make education a true partnership. Kincaid is an excellent school. You do not have to take my word for it....just ask any staff member, parent or student. I want to thank everyone for making the last four years the highlight of my career.

Kincaid School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
533	108%	114	37	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
509.1	539.6	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	6	-
Intermediate	-	8	1
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	8.0
Classroom Teachers	20.5	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	3.0		
Nurses	1.6		
Special Programs: Gifted sites, Computer labs, Intensive needs site, Slingerland for grade 1			

Kincaid School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
426 79%	11 2%	46 8%	32 5%	16 2%	3 0%	108 20%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	537	65	13%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	0	1	0	2
Percent Not Promoted	0%	0%	1.3%	0%	0%	1.4%	0%	.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
533	38	19	25	14	96	18.0%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	96	59	65	44	464	0	728
% in One Sch.	66.67%	77.97%	80.00%	79.55%	82.54%	0.00%	79.67%
% in Same Sch.	54.17%	62.71%	78.46%	56.82%	70.04%	0.00%	67.31%

Kincaid School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	62	69	71	61
	No.	85	76	70	88
Reading Comprehension	%ile	69	74	68	73
	No.	85	76	70	88
Total Reading	**%ile**	**67**	**73**	**72**	**68**
	No.	85	76	70	88
Language Mechanics	%ile	51	58	79	75
	No.	85	76	70	88
Language Expression	%ile	67	69	75	73
	No.	85	77	70	88
Total Language	**%ile**	**61**	**66**	**78**	**75**
	No.	85	76	70	88
Math Computation	%ile	63	70	70	82
	No.	85	77	70	88
Math Concepts and Applications	%ile	67	78	80	85
	No.	85	77	70	88
Total Mathematics	**%ile**	**66**	**76**	**79**	**85**
	No.	85	77	70	88
Total Battery	**%ile**	**66**	**74**	**79**	**79**
	No.	85	76	70	88
Word Analysis	%ile	50			
	No.	85			
Study Skills	%ile		72	63	74
	No.		77	70	87
Spelling	%ile	50	56	52	49
	No.	85	76	69	88
Science	%ile	75	67	57	66
	No.	85	77	70	87
Social Studies	%ile	67	61	72	64
	No.	84	77	69	87

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	73	70	72	72	N/A
4	Total Lang. Arts	66	62	69	70	N/A
4	Total Mathematics	76	72	75	76	N/A
6	Total Reading	68	75	69	75	N/A
6	Total Lang. Arts	75	75	72	74	N/A
6	Total Mathematics	85	77	84	74	N/A

Kincaid School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	85	85	100	0	0	0
4	79	77	97	2	0	0
5	70	70	100	0	0	0
6	92	88	95	0	0	4

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	63	34.9	27.0	38.1	67	72
	Lang. Arts	63	23.8	23.8	52.4	57	64
	Math	63	23.8	28.6	47.6	65	76*
5	Reading	52	23.1	28.8	48.1	69	76
	Lang. Arts	52	1.9	34.6	63.5	60	81*
	Math	52	15.4	32.7	51.9	71	82*
6	Reading	76	30.3	35.5	34.2	67	71
	Lang. Arts	76	35.5	38.2	26.3	79	76
	Math	76	19.7	30.3	50.0	80	87*

* Indicates Significant Difference in Means at .05 level.

Table 28

Klatt School Overview

Statement of Program

Klatt Elementary School is dedicated to offering a well-rounded education in all subject areas, with an ongoing emphasis on academic achievement in the basic subject areas of language arts, math and reading. Professionally sound and individually appropriate learning experiences are provided to meet varying needs, abilities, interests, and special talents of students. Klatt provides full-day kindergarten and the Resolving Conflict Creatively Program in grades K-6.

Parents and community members have and will continue to play important roles in the development and operation of school programs.

SCHOOL GOALS

Goal	Level of Achievement
Maintain balanced, integrated approach to reading instruction.	Attained
Improve spelling.	Partially Attained
Implement detention component as part of school wide discipline program.	Partially Attained
Increase technology skills for students and staff.	Attained

BUDGET*

1998-99 Expenditures	$1,927,703
1999-00 Budgeted Amount	$1,887,547
2000-01 Adopted Budget	$1,893,385

*Dollars budgeted or expended are general fund only.

Klatt School Overview

School Report Card Statement

Klatt Elementary School **Dr. Loucrecia Collins**

It is with pride and pleasure that we complete the 1999-2000 school year. Our Inter-Disciplinary 6th grade model was once again a success as we assessed achievement of students and parental attitudes toward this program. The community supports this model as a way of preparing students to transition into middle school. Scheduling was once again a challenge for the teachers, however, the program was successful. CAT scores for Math increased 1 percentile point.

Our Literacy Program was enhanced by scheduling a two hour block of uninterrupted reading\literacy instruction. Teachers reported that there was an increase in student achievement because of this increase in time. UAA students were trained in the AMERICA READS TUTORING PROGRAM. The University students then tutored students in Grades K-3 in Reading. Our first ever Razzle Dazzle Reading Family Night was a tremendous success as over 200 families participated in this event. Bookmark making, storytelling, Music and Reading, and build your own ice cream sundae made for a great night of Family fun to support Literacy.

The PTA and our school Business Partners provide educational and social support to our school community. We are pleased to announce the continuation of our mentoring programs for 6th grade boys, THE TITANS, and our mentoring program for 6th grade girls, Athena. These programs provide information regarding career choices and promote healthy life choice skills for young people.

Our tradition of excellence continues in those programs which have made KLATT a great school. The Spelling Bee, RCCP,TV TURNOFF WEEK, Red Ribbon Week, Math Derby, America Reads Tutoring Program, Silent auction To Assist Families, HERO Reading Program, The Science Fair, the Student Council Activities provide the impetus for an inclusive educational program.

In closing, WE are a community school. I was selected as the ASD PTA PRINCIPAL of the year for 1999-2000. Our partnership with ASG was recognized as the OUTSTANDING SCHOOL BUSINESS PARTNERSHIP for 1999-2000 FOR ASD. We acknowledge the school as the center of the community's activities. For at KLATT Elementary school our motto is "IT TAKES A WHOLE VILLAGE TO RAISE A CHILD".

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Klatt School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
503	115%	104	21	64

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
462.0	500.0	92.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	8	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	16	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	1.0
Special Education Teachers	3.0	Teacher Assistants/Aides	3.0
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	2.5
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Full-Day Kindergarten, Indian Ed.

Klatt School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
339 67%	14 2%	69 12%	42 7%	41 7%	0 0%	166 32%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	492	143	29%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	3	0	0	0	0	0	3
Percent Not Promoted	0%	4.1%	0%	0%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
503	52	37	35	36	160	31.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	83	46	17	43	383	1	573
% in One Sch.	69.88%	86.96%	82.35%	86.05%	80.42%	0.00%	79.76%
% in Same Sch.	61.45%	73.91%	47.06%	62.79%	65.54%	0.00%	64.75%

Klatt School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	67	40	47
	No.	69	74	62	67
Reading Comprehension	%ile	60	71	40	68
	No.	69	74	62	67
Total Reading	**%ile**	**60**	**70**	**41**	**58**
	No.	69	74	62	67
Language Mechanics	%ile	48	64	61	61
	No.	68	74	62	67
Language Expression	%ile	51	65	58	59
	No.	68	73	62	67
Total Language	**%ile**	**49**	**66**	**60**	**60**
	No.	68	73	62	67
Math Computation	%ile	54	66	42	78
	No.	69	73	62	67
Math Concepts and Applications	%ile	61	80	47	74
	No.	69	73	62	67
Total Mathematics	**%ile**	**60**	**76**	**44**	**76**
	No.	69	73	62	67
Total Battery	**%ile**	**56**	**72**	**48**	**67**
	No.	68	73	62	67
Word Analysis	%ile	53			
	No.	69			
Study Skills	%ile		74	49	61
	No.		74	62	67
Spelling	%ile	43	68	45	49
	No.	68	74	62	67
Science	%ile	46	69	42	62
	No.	69	74	62	67
Social Studies	%ile	51	72	54	59
	No.	68	74	62	66

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	70	47	62	66	65
4	Total Lang. Arts	66	49	49	64	50
4	Total Mathematics	76	50	59	64	60
6	Total Reading	58	64	57	58	53
6	Total Lang. Arts	60	66	63	61	61
6	Total Mathematics	76	76	61	62	61

Klatt School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed Excluded	Number Other** Excluded
3	80	69	86	0	0	11
4	78	74	94	0	0	4
5	64	62	96	0	0	2
6	71	67	94	1	1	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	59	23.7	42.4	33.9	67	72
	Lang. Arts	59	22.0	28.8	49.2	59	68*
	Math	59	20.3	23.7	55.9	64	79*
5	Reading	49	34.7	36.7	28.6	53	48
	Lang. Arts	49	26.5	28.6	44.9	55	66*
	Math	49	30.6	38.8	30.6	50	49
6	Reading	52	34.6	30.8	34.6	62	63
	Lang. Arts	52	38.5	30.8	30.8	62	61
	Math	52	13.5	19.2	67.3	61	81*

* Indicates Significant Difference in Means at .05 level.

Table 29

Lake Hood School Overview

Statement of Program

Lake Hood Elementary School provides a complete K-6 program with emphasis on academic achievement and mastery of the basics for all students.

Emphasis is placed on the infusion of technology into the core curriculums. Positive student decorum and daily attendance are stressed. Frequent recognition activities emphasize respect, responsibility, and academic achievement.

Lake Hood is a neighborhood school which houses a bilingual center for the diverse student population. Lake Hood welcomes the active involvement of the community in the education of the students at Lake Hood.

SCHOOL GOALS

Goal	Level of Achievement
Continue to use reading continuum/rubric and expand its use to writing.	Attained
Enhance relations with business partners, parents, community.	Attained
Continue to implement Everyday Math.	Attained
Integrate technology into curriculum.	Attained

BUDGET*

1998-99 Expenditures	$1,766,504
1999-00 Budgeted Amount	$1,720,274
2000-01 Adopted Budget	$1,726,112

*Dollars budgeted or expended are general fund only.

Lake Hood School Overview

School Report Card Statement

Lake Hood Elementary School **Connie Reinhart**

The mission of the Anchorage School District is to educate students for success in life. The strategic plan for Lake Hood's 1999-2000 school report card involved the staff, parents, students, P.T.A., Business Partners and community school members.

The Lake Hood team made a strong effort to invite everyone to join school report card goal teams. The principal met with staff and P.T.A. members in September '99 to review Lake Hood's previous school report card goals. Information was sent out in Lake Hood's: "The Lake Hood Flyer" on September 30, 1999 inviting everyone to continue working on school report card goals.

The principal also discussed goal teams at the October 16, 1999 P.T. A. meeting.

Throughout the year Lake Hood's goals were reviewed and compared with the Alaska State Standards, Anchorage Standards and the Anchorage School Board Goals. The goals were posted and discussed throughout the year at P.T. A. meetings and weekly parent newsletters. Emphasis was placed on ensuring that all Lake Hood's students would be included in the implementation of the 1999-2000 school report card goals.

Principal Reinhart invited parents, students, staff and community members to a public overview of the 1999-2000 goals at the May 9th, 2000, P.T. A. evening meeting. Lake Hood's four school report card goals were very successful and attained. Principal Reinhart thanked all the staff, students, parents, business partners and community members who helped to make the goals so successful.

Lake Hood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
489	90%	72	16	108

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
457.6	486.5	94.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	10	-
Intermediate	-	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.0
Classroom Teachers	20.5	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	2.5	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	1.0		

Special Programs: Computer labs, Slingerland for grade 1

Lake Hood School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
251 51%	22 4%	74 14%	110 21%	30 6%	0 0%	236 48%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	490	138	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	0	1
Percent Not Promoted	0%	1.5%	0%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
489	54	33	25	25	137	28.0%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	80	127	27	34	269	0	537
% in One Sch.	78.75%	82.68%	74.07%	79.41%	84.39%	0.00%	82.31%
% in Same Sch.	68.75%	71.65%	51.85%	50.00%	68.77%	0.00%	67.41%

Lake Hood School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	50	58	41	53
	No.	86	71	65	68
Reading Comprehension	%ile	57	54	47	61
	No.	86	71	65	68
Total Reading	**%ile**	**54**	**57**	**44**	**58**
	No.	86	71	65	68
Language Mechanics	%ile	43	61	76	62
	No.	86	71	64	68
Language Expression	%ile	43	57	57	58
	No.	85	71	64	68
Total Language	**%ile**	**40**	**60**	**68**	**61**
	No.	85	71	64	68
Math Computation	%ile	52	60	60	67
	No.	86	71	64	68
Math Concepts and Applications	%ile	61	64	58	71
	No.	85	71	64	68
Total Mathematics	**%ile**	**59**	**63**	**60**	**69**
	No.	85	71	64	68
Total Battery	**%ile**	**50**	**60**	**58**	**63**
	No.	84	71	64	68
Word Analysis	%ile	41			
	No.	86			
Study Skills	%ile		69	55	60
	No.		69	62	67
Spelling	%ile	49	58	55	58
	No.	85	71	65	68
Science	%ile	49	63	40	48
	No.	85	69	63	67
Social Studies	%ile	52	57	57	56
	No.	86	69	63	66

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	57	52	64	51	N/A
4	Total Lang. Arts	60	58	70	56	N/A
4	Total Mathematics	63	63	78	52	N/A
6	Total Reading	58	52	64	58	N/A
6	Total Lang. Arts	61	64	67	68	N/A
6	Total Mathematics	69	67	65	64	N/A

Lake Hood School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	89	86	96	0	1	2
4	72	71	98	0	0	1
5	67	65	97	0	0	2
6	68	68	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	60	26.7	25.0	48.3	51	60*
	Lang. Arts	60	16.7	36.7	46.7	51	63*
	Math	60	28.3	28.3	43.3	60	66
5	Reading	49	38.8	46.9	14.3	52	46*
	Lang. Arts	49	14.3	32.7	53.1	58	70*
	Math	49	30.6	40.8	28.6	61	60
6	Reading	56	26.8	30.4	42.9	54	60
	Lang. Arts	56	33.9	39.3	26.8	64	63
	Math	56	14.3	35.7	50.0	60	71*

* Indicates Significant Difference in Means at .05 level.

Table 30

Lake Otis School Overview

Statement of Program

Lake Otis Elementary School provides a K-6 program of instruction. The kindergarten program is full day. The instructional staff includes a librarian, physical education teachers, resource teachers, classroom music teachers, and an art teacher. In addition, specialists are provided in the areas of speech, band, orchestra, Indian education, psychology, bilingual education, and nursing services.

The staff at Lake Otis is dedicated to providing an excellent education with an emphasis on academics and a positive school climate. Outstanding after school activities are provided by the Community School program.

The community is very involved in the total school program and many parents volunteer their time and services to assist teachers and students. Lake Otis also participates in the Foster Grandparents program and welcomes senior citizens into the classroom.

SCHOOL GOALS

Goal	Level of Achievement
Increase reading skills and habits.	Attained
Improve spelling.	Partially Attained

BUDGET*

1998-99 Expenditures	$2,110,658
1999-00 Budgeted Amount	$1,996,758
2000-01 Adopted Budget	$2,002,596

*Dollars budgeted or expended are general fund only.

Lake Otis School Overview

School Report Card Statement

Lake Otis Elementary School **Lace Fenwick**

Lake Otis students, staff, and parents successfully achieved the goals established for the 1999-2000 school year. The academic goal of students increasing recreational reading time and reading comprehension skills as they apply to standard B which states that students should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information was achieved. Our goal of students improving their ability to spell accurately in all content areas at their grade/ability level showed significant improvement.

This year at Lake Otis the students, staff, and PTA have worked particularly hard to get the Accelerated Reader program into place and operational. It has proven to be a benefit for students and a worthwhile endeavor.

There have been several opportunities for parents to become more actively involved in the educational partnership. Read in nights, artist in residence, bike rodeo, and the continuation of referral free activities were made available this year at Lake Otis with a positive response from students and parents. Music Day, Field Day, Dr. Seuss Birthday, Geography Bee, and Spelling Bee were special and successful events this year in which many parents and community members actively participated.

The PTA has continued to be extremely active and supportive for all students and staff at Lake Otis with a particular focus in the area of technology and accelerated reader.

It is evident from the current student and parent surveys that there is a very positive attitude toward Lake Otis School staff and the quality of programs here.

The staff, parents, and students at Lake Otis have a lot to be proud of in the success they have achieved. A continuation of the home/school partnership is important for all students to meet the challenges of the future.

A meeting was held at Lake Otis on May 11, 2000 to report to the community the progress of our school goals.

Lake Otis School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
521	105%	116	8	58

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
480.9	511.7	93.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	10	5	-
Intermediate	-	5	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers	22.0	Bilingual Tutors	1.5
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.8	Teacher Assistants/Aides	2.5
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	3.0
Physical Education Teachers	1.0		
Nurses	1.0		
Special Programs: Community School, Full-Day Kindergarten, Indian Ed., Slingerland for grade 1			

Lake Otis School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
300	62	79	43	36	2	222
57%	11%	14%	7%	6%	0%	42%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	510	177	35%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	1	4	0	2	0	0	7
Percent Not Promoted	0%	1.2%	4.5%	0%	2.8%	0%	0%	1.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
521	49	40	44	33	166	31.9%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	96	46	71	46	326	2	587
% in One Sch.	66.67%	84.78%	74.65%	65.22%	83.74%	100.00%	78.53%
% in Same Sch.	55.21%	65.22%	54.93%	36.96%	69.02%	0.00%	62.01%

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Lake Otis School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	67	47	55
	No.	68	65	56	53
Reading Comprehension	%ile	50	58	53	68
	No.	68	66	57	53
Total Reading	**%ile**	**52**	**64**	**52**	**64**
	No.	68	64	56	53
Language Mechanics	%ile	45	58	57	72
	No.	70	65	56	53
Language Expression	%ile	46	62	56	60
	No.	70	67	55	53
Total Language	**%ile**	**44**	**60**	**56**	**68**
	No.	70	65	55	53
Math Computation	%ile	54	56	36	42
	No.	70	67	56	53
Math Concepts and Applications	%ile	48	69	57	69
	No.	68	67	56	53
Total Mathematics	**%ile**	**51**	**65**	**45**	**56**
	No.	68	67	56	53
Total Battery	**%ile**	**50**	**64**	**51**	**63**
	No.	66	63	54	53
Word Analysis	%ile	46			
	No.	68			
Study Skills	%ile		68	56	61
	No.		66	56	52
Spelling	%ile	49	57	47	48
	No.	69	66	57	53
Science	%ile	57	70	46	51
	No.	70	67	56	53
Social Studies	%ile	56	61	63	56
	No.	70	67	57	53

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	64	54	70	77	69
4	Total Lang. Arts	60	52	67	74	52
4	Total Mathematics	65	44	67	83	64
6	Total Reading	64	67	42	54	49
6	Total Lang. Arts	68	78	43	57	57
6	Total Mathematics	56	74	38	41	50

Lake Otis School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	73	70	95	1	0	2
4	70	67	95	0	0	3
5	60	57	95	0	0	3
6	56	53	94	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	48	10.4	50.0	39.6	66	73*
	Lang. Arts	48	14.6	39.6	45.8	57	69*
	Math	50	30.0	24.0	46.0	68	72
5	Reading	41	31.7	41.5	26.8	53	54
	Lang. Arts	41	14.6	34.1	51.2	50	61*
	Math	41	29.3	34.1	36.6	45	46
6	Reading	41	39.0	39.0	22.0	70	66
	Lang. Arts	41	26.8	43.9	29.3	69	71
	Math	41	31.7	31.7	36.6	58	60

* Indicates Significant Difference in Means at .05 level.

Table 31

Mt. Spurr School Overview

Statement of Program

Mount Spurr Elementary School provides a K-6 program of instruction to students who are dependents of military personnel. Realizing the diverse backgrounds of our students our mission is to provide our students with a foundation for future learning around the world, within a positive, nurturing environment.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling.	Partially Attained
Improve reading.	Attained

BUDGET*

1998-99 Expenditures	$1,092,764
1999-00 Budgeted Amount	$1,057,437
2000-01 Adopted Budget	$1,061,816

*Dollars budgeted or expended are general fund only.

Mt. Spurr School Overview

School Report Card Statement

Mt. Spurr **Chuck Screws**

This year the staff of Mt. Spurr identified spelling and reading goals as an area of school-wide focus. To address the reading goal, K- 3 teachers assessed students throughout the school year to identify struggling readers using a variety of assessments. Once these students were identified, teachers developed instructional strategies to teach specific reading skills to students. Supplemental emergent reading materials were purchased for K-3 teachers through additional Anchorage School District funds.

This year parent and community volunteers were provided reading tutor training as part of the "America Reads" grant. Tutors were provided instruction by our reading specialist, Jane Lister. Once these volunteers were trained, they assisted teachers in reading instruction by working with students on a one-to-one basis or in small groups. Tutors were assigned to specific teachers, and they came in on a regular weekly basis. Teachers felt very positive about this program and the assistance provided by these volunteer tutors.

As part of our school wide reading focus, the following activities were supported by Mt. Spurr teachers and the Mt. Spurr PTA. This year the PTA sponsored two Book Fairs, at which students and families could purchase low cost, high interest books for students. In addition, the PTA provided each intermediate teacher with $200.00 to purchase supplemental reading materials for their classroom.

School wide "read-ins" and individual classroom "read-ins" were conducted to promote reading in the school. This year students from Mt. Spurr Elementary School participated in the Anchorage School District "Battle of the Books" competition. This was the first time in several years that students from Mt. Spurr participated in this extra curricular activity. The Mt. Spurr team was comprised of students from grades five and six. The team was sponsored by Mrs. Kathy Wright, the school librarian.

Mt. Spurr School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
290	81%	45	13	8

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
265.8	276.6	96.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	4	-
Intermediate	-	2	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	12.0	Bilingual Tutors	.25
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	1.0	Custodians	2.0
Music Teachers	.6		
Art Teachers	.35		
Physical Education Teachers	.6		
Nurses	.55		

Special Programs: Bilingual Education, Migrant Education, Slingerland for grades 1, 2 and 3.

Mt. Spurr School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
227	32	0	9	19	2	62
78%	11%	0%	2%	6%	0%	21%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	282	60	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
290	105	46	71	12	234	80.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	1	10	57	22	295	4	389
% in One Sch.	0.00%	70.00%	52.63%	63.64%	60.68%	0.00%	59.13%
% in Same Sch.	0.00%	80.00%	40.35%	40.91%	47.46%	0.00%	46.27%

Mt. Spurr School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	67	69	74	57
	No.	39	39	30	36
Reading Comprehension	%ile	72	72	80	79
	No.	39	39	30	36
Total Reading	**%ile**	**71**	**73**	**80**	**70**
	No.	39	39	30	36
Language Mechanics	%ile	52	69	81	87
	No.	39	39	30	36
Language Expression	%ile	78	73	85	71
	No.	39	39	30	36
Total Language	**%ile**	**69**	**74**	**85**	**82**
	No.	39	39	30	36
Math Computation	%ile	62	58	70	85
	No.	39	39	30	36
Math Concepts and Applications	%ile	73	70	79	84
	No.	39	39	30	36
Total Mathematics	**%ile**	**72**	**66**	**77**	**85**
	No.	39	39	30	36
Total Battery	**%ile**	**73**	**72**	**84**	**82**
	No.	39	39	30	36
Word Analysis	%ile	72			
	No.	39			
Study Skills	%ile		75	66	75
	No.		39	30	36
Spelling	%ile	66	67	68	55
	No.	39	39	30	36
Science	%ile	71	74	66	64
	No.	39	39	30	36
Social Studies	%ile	67	68	82	68
	No.	39	39	30	36

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	73	63	N/A	79	76
4	Total Lang. Arts	74	69	N/A	76	63
4	Total Mathematics	66	68	N/A	83	65
6	Total Reading	70	55	N/A	62	73
6	Total Lang. Arts	82	70	N/A	66	73
6	Total Mathematics	85	84	N/A	77	79

Mt. Spurr School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	39	39	100	0	0	0
4	39	39	100	0	0	0
5	30	30	100	0	0	0
6	35	36	102	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	30.3	51.5	18.2	73	72
	Lang. Arts	33	24.2	33.3	42.4	66	74
	Math	33	15.2	45.5	39.4	59	64
5	Reading	22	22.7	36.4	40.9	66	76*
	Lang. Arts	22	13.6	27.3	59.1	73	82*
	Math	22	36.4	45.5	18.2	74	73
6	Reading	24	25.0	41.7	33.3	69	71
	Lang. Arts	24	25.0	41.7	33.3	78	82
	Math	24	4.2	20.8	75.0	68	88*

* Indicates Significant Difference in Means at .05 level.

Table 32

Mt. View School Overview

Statement of Program

Mountain View Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities.

The school has a reading specialist, a mathematics specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a resource tutorial staff, and SMSI trained teachers.

The staff at Mountain View is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading.	Partially Attained
Improve spelling.	Partially Attained
Improve writing skills.	Attained
Improve math skills.	Partially Attained
Increase science achievement.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,765,457
1999-00 Budgeted Amount	$1,829,592
2000-01 Adopted Budget	$1,833,970

*Dollars budgeted or expended are general fund only.

Mt. View School Overview

School Report Card Statement

Mt. View Elementary School

Doris Ross

This year our focus was on reading, writing, math, and science. As a school we focused on teaching to the standards. We tried new things this year. In reading , writing, math and science students showed increases. This year we compared test scores of the transient population to the non-transient population. In every instant, the non-transient student showed improvement by as much as 30% more in some areas. Discipline is always a goal that we work toward improving. Discipline referrals declined by 38% and we had less mediations than last year. The overall school climate showed significant improvement. Parental Involvement is an ongoing goal that we at Mountain View work at improving as well. This year Parental Involvement increased some as well. Quarterly meetings with the parents helped this. The significance of standards played an important part in having parents become more involved as well. Once parents were able to see the importance of what it means to have their child(ren) meet Anchorage School District and the state's standards in order to be successful and eventually receive a diploma, more conversation occurred between the parent and the teacher. Our P.T.A. played an important part in having the parents and the community more involved with the school. They were a vital force behind school improvement. Finally, our continuing involvement with the parents and the students through home visits throughout the 1999-2000 school year helped maintain that contact that's so important between the home and the school.

Mt. View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
442	94%	60	2	158

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
401.3	437.4	91.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	6	-
Intermediate	-	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers	23.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.0	Indian Education Tutor/Counselor	1.0
Music Teachers	.9	Teacher Assistants/Aides	1.0
Art Teachers	.5	Clerical Support Staff	1.5
Physical Education Teachers	1.0	Custodians	3.0
Counselors	1.0	Title I Parent Worker	1.0
Nurses	.7	Title I Tutor/TA	1.0

Special Programs: Bilingual Ed., Full Day Kindergarten, Indian Ed., Title I, Slingerland for grades 1 and 4, Computer Labs, Breakfast Program, Counselors.

Mt. View School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
65 14%	87 19%	105 22%	132 29%	48 10%	5 1%	377 85%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	427	368	83%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
442	68	48	82	66	264	59.7%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	157	148	106	61	80	6	558
% in One Sch.	53.50%	63.51%	67.92%	67.21%	70.00%	83.33%	63.08%
% in Same Sch.	37.58%	56.76%	54.72%	63.93%	50.00%	0.00%	50.18%

Mt. View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	25	17	16	19
	No.	60	57	63	50
Reading Comprehension	%ile	23	18	24	29
	No.	60	57	63	50
Total Reading	**%ile**	**22**	**17**	**19**	**21**
	No.	60	57	63	50
Language Mechanics	%ile	17	20	38	39
	No.	60	58	64	49
Language Expression	%ile	16	17	25	28
	No.	60	58	63	49
Total Language	**%ile**	**14**	**15**	**29**	**30**
	No.	60	58	63	49
Math Computation	%ile	23	27	24	38
	No.	60	57	63	50
Math Concepts and Applications	%ile	22	22	30	37
	No.	60	57	63	50
Total Mathematics	**%ile**	**20**	**22**	**24**	**35**
	No.	60	57	63	50
Total Battery	**%ile**	**16**	**16**	**23**	**26**
	No.	59	56	61	49
Word Analysis	%ile	17			
	No.	60			
Study Skills	%ile		27	25	28
	No.		58	63	50
Spelling	%ile	34	25	24	30
	No.	60	57	64	50
Science	%ile	18	19	20	25
	No.	60	58	63	50
Social Studies	%ile	26	16	31	35
	No.	60	58	63	50

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	17	23	33	26	38
4	Total Lang. Arts	15	23	48	27	31
4	Total Mathematics	22	26	42	36	23
6	Total Reading	21	19	33	35	23
6	Total Lang. Arts	30	20	35	41	23
6	Total Mathematics	35	25	39	39	50

Mt. View School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	64	60	93	1	0	3
4	58	58	100	0	0	0
5	68	64	94	0	0	4
6	52	50	96	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	31	22.6	32.3	45.2	16	19
	Lang. Arts	33	24.2	33.3	42.4	11	14
	Math	33	18.2	36.4	45.5	11	23*
5	Reading	52	32.7	50.0	17.3	24	19
	Lang. Arts	52	17.3	38.5	44.2	25	29
	Math	53	32.1	45.3	22.6	29	25
6	Reading	29	31.0	41.4	27.6	21	22
	Lang. Arts	28	39.3	28.6	32.1	34	31
	Math	29	31.0	24.1	44.8	29	33

* Indicates Significant Difference in Means at .05 level.

Table 33

Muldoon School Overview

Statement of Program

Muldoon Elementary School is a K-6 Title I Schoolwide Project offering a multiage, fully inclusive program with reduced class sizes in all grades. The school has an instructional staff which includes four dual-cert classroom teachers who carry a five student special education load in addition to their regular classroom responsibilities, full-time special education teachers, physical education, art and music teachers, and a librarian. Muldoon has a full-day kindergarten program, a counseling program and a Title I Parent/Community Volunteer Coordinator who oversees volunteer and community activities. Parent workers are employed in the school to work with students in classroom.

Muldoon is dedicated to offering the students of the area a well-rounded and enriched education. The school program promotes a safe, healthy environment; high academic, social and personal standards and expectations; parent and community partnerships; positive relationships between home and school through open communication; critical thinking and problem solving; responsible decision making; and, pride and acceptance in self and others.

In addition to the academic program, Muldoon has a Resolving Conflict Creatively Program and Project Achieve. Muldoon works with UAA to provide school linked health and social services through a program called COMPASS. The America Reads program is being implemented after school to foster reading success for all children.

SCHOOL GOALS

Goal	Level of Achievement
Meeting reading standards in primary.	Partially Attained
Meet reading standards in intermediate grades.	Partially Attained
Implement standards.	Attained

BUDGET*

1998-99 Expenditures	$1,689,108
1999-00 Budgeted Amount	$1,663,724
2000-01 Adopted Budget	$1,668,103

*Dollars budgeted or expended are general fund only.

Muldoon School Overview

School Report Card Statement

Muldoon Elementary School **Virginia Juettner**

Muldoon made significant progress in staff development and program implementation for the purpose of improving literacy and meeting state academic standards. While we are not where we would like to be, teachers have a much better understanding of the reading process and how to assess students and plan for reading instruction. The school is in the second year of schoolwide assessment and portfolio development. Teachers in the fall will have up to two years of literacy information on continuing students. With this information, teachers will be able to plan for instruction as they are collecting new assessment information on students.

Individual students, particularly in the intermediate grades, made some significant gains with some students gaining as much as 2-3 years in reading. However, student turnover presents an ongoing problem with regard our ability to document student achievement and work with students for several years to improve reading. Between a third to half of our students did not continue in school at Muldoon from last year. Many of our students this year do not have both pre- and post- scores for reading or the schoolwide integrated assessment. Transiency and achievement appear to have a relationship that negatively impacts academic performance at Muldoon.

This is also the first year that all special education students were included in the assessment program at Muldoon. Approximately 20% of the school's population is special education. Muldoon had 20 Level Two special education students in the sixth grade class of about 50 students. The school received an extra teacher due to the numbers of Level Two students for two years. For the last six years, the school has increased special education teachers and teaching assistants.

In addition, Muldoon has a growing bilingual population of students, 98 this year. We will be adding a Bilingual Learning Center at Muldoon in the fall to try and better meet the needs of these students. About 95% of the struggling readers are enrolled in special education or bilingual programs.

In conclusion, I believe that we are working hard to meet our academic literacy goals and are taking appropriate steps to improve instruction through a vigorous program of staff development which will continue next year. We need to continue to address the problems of transiency and the resulting situations that are created in classrooms with students who are new to the school community.

Muldoon School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
461	135%	75	4	99

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
418.1	449.7	92.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	4	-
Intermediate	-	5	-
Combination	7	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.4
Classroom Teachers	20.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	4.0	Teacher Assistants/Aides	2.0
Music Teachers	1.0	Clerical Support Staff	1.5
Art Teachers	5	Custodians	2.0
Physical Education Teachers	1.0	Title I Parent Worker	6.5
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Computer labs, Counselors

Muldoon School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
176	86	114	57	20	8	285
38%	18%	23%	11%	4%	1%	61%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	437	272	62%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
461	63	56	80	77	276	59.9%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	138	70	106	26	212	26	578
% in One Sch.	55.80%	64.29%	71.70%	50.00%	63.68%	26.92%	61.07%
% in Same Sch.	50.72%	54.29%	52.83%	57.69%	50.94%	0.00%	49.65%

Muldoon School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	39	28	17
	No.	61	48	50	45
Reading Comprehension	%ile	47	35	32	31
	No.	61	48	50	45
Total Reading	**%ile**	**45**	**39**	**30**	**23**
	No.	61	48	50	45
Language Mechanics	%ile	27	43	37	29
	No.	61	49	49	45
Language Expression	%ile	39	41	34	25
	No.	61	49	49	45
Total Language	**%ile**	**32**	**41**	**34**	**25**
	No.	61	49	49	45
Math Computation	%ile	31	27	26	22
	No.	61	49	50	43
Math Concepts and Applications	%ile	46	37	36	40
	No.	61	50	50	43
Total Mathematics	**%ile**	**38**	**31**	**29**	**28**
	No.	61	49	50	43
Total Battery	**%ile**	**37**	**35**	**30**	**23**
	No.	61	48	49	43
Word Analysis	%ile	34			
	No.	60			
Study Skills	%ile		46	36	30
	No.		50	50	43
Spelling	%ile	48	46	30	21
	No.	60	47	50	45
Science	%ile	38	44	28	22
	No.	61	50	50	44
Social Studies	%ile	54	33	41	33
	No.	61	49	50	44

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	39	36	45	36	34
4	Total Lang. Arts	41	29	36	27	22
4	Total Mathematics	31	31	37	39	32
6	Total Reading	23	35	34	27	41
6	Total Lang. Arts	45	37	37	32	45
6	Total Mathematics	28	39	27	31	47

Muldoon School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	65	61	93	2	0	2
4	54	50	92	1	1	2
5	57	50	87	0	0	7
6	54	45	83	0	0	9

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	30	16.7	40.0	43.3	35	37
	Lang. Arts	31	12.9	32.3	54.8	25	36*
	Math	31	25.8	32.3	41.9	29	35
5	Reading	35	31.4	54.3	14.3	36	31
	Lang. Arts	34	17.6	38.2	44.1	27	34
	Math	35	25.7	54.3	20.0	32	30
6	Reading	25	24.0	44.0	32.0	32	36
	Lang. Arts	25	28.0	48.0	24.0	39	38
	Math	25	32.0	32.0	36.0	39	42

* Indicates Significant Difference in Means at .05 level.

Table 34

North Star School Overview

Statement of Program

North Star Elementary School provides a complete K-6 program of instruction to its students. Kindergarten is a full day program. We meet the needs of a diverse community. The basic instructional program offers self contained, multiage, and combination classes which strive to draw from each student the best of their capabilities to develop positive attitudes about self, others, and school.

The North Star staff consists of classroom teachers, special education resource teachers and aides, speech/language, psychologist, Title I math and language arts specialists, family school services, bilingual learning center with teachers and tutors, Indian education tutor, counselors, physical education teacher, music and chorus, band and orchestra, library, art, full-time nurse, gifted program and Title I child in transition program.

North Star is dedicated to providing a well-rounded education program with emphasis being placed on mastery of academic and social skills. North Star supports a conflict resolution creativity program where problem solving skills are taught by classroom teachers and counselors and supported with trained student mediators. A before and after school program is provided at the school.

Parents and community are invited and encouraged to take an active part in the school, PTA programs, and Community School activities.

SCHOOL GOALS

Goal	Level of Achievement
Increase literacy performance/emphasis on reading.	Attained
Improve spelling.	Attained
Integrate "Project Achieve" and RCCP to make safe learning environment.	Attained
Increase technology skills.	Attained
Promote partnerships that will increase parent involvement.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,937,112
1999-00 Budgeted Amount	$2,170,557
2000-01 Adopted Budget	$2,176,394

*Dollars budgeted or expended are general fund only.

North Star School Overview

School Report Card Statement

North Star Elementary School **Myrna Moulton**

1999-2000 has been an interesting school year. The Back to School Picnic was again a success allowing students, families and staff to get together.

*This is year 4 of our 5 year Title 1 school wide plan with continued delivery of Title 1 & Sp.Ed. services combined to ensure each classroom with 2 1/2 hrs of additional certified support for our needy student population. Pullouts and specialist classes were coordinated to ensure block time in reading/language arts and math. Lessons and activities were planned to help students gain strategies to improve in the areas of reading/language arts, and math. Quarterly collaborative planning time was limited this year due to funds and staff would like to have this be reinstated next year if possible to better meet the diverse student needs. The reading incentive program was continued with more parental support than in the past and we saw an increase in the number of students reading. Although transience remains high at North Star we continue see families choose to keep their children here. North Star continues to house the CIT-H (Children in Transition-Homeless) program with two shelters within our boundaries. Even though number of students added to our school is an impact, the staff continues to welcome and support them and works very hard to meet their emotional and academic needs. The CIT-H program tries to support the students and families with additional counseling, CIT-H tutors, school supplies, transportation to remain in home school, family activities, parenting classes and other needed assistance.

*The staff continues to use the First Steps Reading Framework and another support class was offered where new and familiar staff worked together to align the reading continuum phases with the standards. Staff that took part have a better understanding of both and felt it helped them to better meet the needs of their students. We did see growth in the number of indicators each student gained. Portfolios were continued for all students that were placed on the reading continuum and this information will follow the students through elementary school to measure growth and movement across the continuum. We plan to add First Steps Writing next year.

*Our PTA continues to work as a positive force at North Star. The number of "card carrying/paying members remains small with some increase. Parents and volunteers do come out in support when an activity is planned. PTA continues to promote education and their children and has sponsored many successful school events. Parents are determined to keep North Star safe, positive and nurturing environment for the children and families. Successful money making projects helped to pay for field trips, visiting authors, RIF books, RCCP mediators & Peace Ambassadors, reading incentives, our Happy Star Store and helped the sixth grade to earn money for the Seward Sea Life Center. PTA continues to be involved in the decision making the areas of the curriculum. We will continue to invite parents to become even more involved.

*RCCP/Project Achieve continues to be an important part of North Star. Mediator and peace ambassador training was successful giving us mediators on the playground and peace ambassadors to help out in activities in and out of school. Project Achieve was also integrated across the curriculum with monthly assemblies to promote the new social skill and keep continuity. We struggled to keep our retraining room staffed due to lack of funds but feel an even more concentrated effort in all classrooms will make the program even more effective.

*Our business partnership with the Anchorage International Rotary continues to be successful. The Rotary Readers continued to support our children in the reading room and individual classrooms. They also sponsored a "Santa" visit to all classrooms, a back pack and a set of books for each child and paid for a trip to the Native Heritage Center for our third graders. They support has been awesome!

*All in all it has been a successful year! We continue to see parents feel welcome and a part of our community. They help out when they can and feel comfortable telling the school what they would like. They feel their children are safe and in a positive learning environment. We will continue to work together for our kids.

North Star School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
545	98%	115	19	157

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
510.2	553.8	92.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	6	6	-
Intermediate	-	6	-
Combination	2	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.0
Classroom Teachers	29.0	Title I Coordinators	1.0
(5 funded by Title 1)		Bilingual Tutors	4.0
Librarians	1.0	Indian Education	1.0
Special Education Teachers	4.0	Teacher Assistants/Aides	2.0
Music Teachers	1.0	Clerical Support Staff	1.625
Art Teachers	.5	Custodians	3.0
Physical Education Teachers	1.0	Title I Parent Worker	1.0
Bilingual Teachers	1.0		
Gifted Teachers	2.0		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Breakfast program , Counselors, Full-Day Kindergarten, Gifted sites, Indian Ed., Slingerland for grade 1, Title I.

North Star School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
174	73	149	73	76	0	371
31%	13%	27%	13%	13%	0%	68%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	554	387	70%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	1	1
Percent Not Promoted	0%	0%	0%	0%	0%	1.3%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
545	78	58	85	100	321	58.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	193	92	104	97	214	0	700
% in One Sch.	63.73%	76.09%	60.58%	61.86%	66.82%	0.00%	65.57%
% in Same Sch.	56.48%	58.70%	40.38%	54.64%	54.21%	0.00%	53.43%

North Star School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	30	33	32	25
	No.	72	51	66	67
Reading Comprehension	%ile	40	35	35	40
	No.	72	51	66	67
Total Reading	**%ile**	**34**	**34**	**33**	**32**
	No.	71	51	66	67
Language Mechanics	%ile	25	40	47	50
	No.	73	51	66	64
Language Expression	%ile	32	36	37	35
	No.	73	51	66	65
Total Language	**%ile**	**28**	**36**	**39**	**41**
	No.	72	51	66	64
Math Computation	%ile	36	41	36	39
	No.	73	51	66	65
Math Concepts and Applications	%ile	39	51	40	53
	No.	73	51	66	64
Total Mathematics	**%ile**	**36**	**46**	**37**	**45**
	No.	73	51	66	64
Total Battery	**%ile**	**32**	**37**	**36**	**39**
	No.	69	51	66	62
Word Analysis	%ile	27			
	No.	72			
Study Skills	%ile		42	37	37
	No.		51	66	66
Spelling	%ile	36	47	34	39
	No.	72	51	66	67
Science	%ile	33	38	27	28
	No.	73	51	66	67
Social Studies	%ile	32	39	44	39
	No.	73	51	66	67

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	34	33	37	48	40
4	Total Lang. Arts	36	34	41	59	32
4	Total Mathematics	46	37	33	46	24
6	Total Reading	32	37	33	42	32
6	Total Lang. Arts	41	56	40	48	28
6	Total Mathematics	45	51	33	38	36

North Star School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	77	73	94	0	3	1
4	54	51	94	0	1	2
5	71	66	92	1	0	4
6	74	67	90	3	0	4

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	34	32.4	35.3	32.4	35	32
	Lang. Arts	33	27.3	39.4	33.3	30	32
	Math	35	31.4	28.6	40.0	49	46
5	Reading	48	33.3	43.8	22.9	37	34
	Lang. Arts	47	31.9	38.3	29.8	39	40
	Math	48	33.3	39.6	27.1	37	37
6	Reading	42	33.3	38.1	28.6	40	38
	Lang. Arts	40	32.5	42.5	25.0	50	52
	Math	42	21.4	40.5	38.1	41	47

* Indicates Significant Difference in Means at .05 level.

Table 35

Northwood School Overview

Statement of Program

Northwood Elementary School provides a complete K-6 educational program. The school staff is dedicated to offering students a well-rounded education in language arts, mathematics, reading, health, social studies, science, music, art, and physical education. Academic achievement and mastery of basics are stressed. Northwood strives to meet individual needs by offering the Slingerland program at grade levels 1-4.

SCHOOL GOALS

Goal	Level of Achievement
Focus on language arts standards, especially reading and spelling.	Partially Attained
Begin to implement standards based curriculum.	Partially Attained
Increase awareness of asset development in students' lives.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,348,446
1999-00 Budgeted Amount	$1,519,161
2000-01 Adopted Budget	$1,523,560

*Dollars budgeted or expended are general fund only.

Northwood School Overview

School Report Card Statement

Northwood Elementary School **Frank Randazzo**

During the 99/00 school year, Northwood Elementary School demonstrated significant progress in reading instruction. Grades one and two, based on pre/post testing data showed fewer reluctant readers than in years past. Third graders showed that 98% were judged as independent readers based on ASD's Independent Reading Assessment administered in May, 2000. Third and fourth graders scored significantly higher than ASD average on reading and language arts sub-tests of the California Achievement Tests.

Math scores also showed strong growth in grades 3 - 6 based on the California Achievement test scores.

This year Northwood began the change process to accommodate its Family of Learners Plan with monthly community and staff meetings. An electronic data base was established providing teachers/parents with pertinent information regarding standards attainment, placement and assessment accountability.

Block scheduling in Reading occurred this year. Teachers worked with multi aged children in a collaborative setting. Data driven assessment was established with pre/post testing in reading and spelling. Second, Third, and fourth grades reported significant gains in reading assessment and the program is expected to be expanded to all grades for 2000/2001 school year.

Funding secured thru Safe and Drug Free School mini-grant provided community seminars dealing with asset development in youth. A UAA Social Work Intern was assigned to Northwood for the entire school year, 99/00. The intern worked closely with staff, students and parents assisting in development of personnel assets and promoting student growth in responsible citizenship.

Chronic absenteeism rates decreased slightly from previous years but still remains a significant deterrent to school success and Northwood school community will continue to work on improving school attendance in the future.

Overall, it was a highly successful academic year with the entire school community excited about our academic growth. Planning for next year has already begun with emphasis on improvement of students' writing skills and positive behavioral support program emerging as possible school goals for the school year 00/01.

Northwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
420	88%	121	11	53

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
376.5	410.5	91.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	6	4	-
Intermediate	1	4	1
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.0	Clerical Support Staff	1.5
Music Teachers	.9	Custodians	2.5
Art Teachers	.4	Pre-School Aides	3.0
Physical Education Teachers	1.0		
Bilingual Teachers	.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Title I, Gifted Sites, Computer labs, Breakfast program, Special Ed Pre-School.

Northwood School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
233 55%	40 9%	80 18%	47 10%	17 4%	0 0%	184 44%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	408	159	44%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	0	0	0	0	0	5
Percent Not Promoted	8.8%	0%	0%	0%	0%	0%	1.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
420	68	50	69	48	235	56.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	112	48	53	26	265	1	505
% in One Sch.	62.50%	83.33%	54.72%	30.77%	72.45%	0.00%	67.13%
% in Same Sch.	46.43%	83.33%	60.38%	46.15%	57.74%	0.00%	57.23%

Northwood School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	70	55	39	35
	No.	46	58	43	50
Reading Comprehension	%ile	56	60	47	48
	No.	47	58	43	50
Total Reading	**%ile**	**64**	**58**	**44**	**40**
	No.	46	58	43	50
Language Mechanics	%ile	56	57	67	55
	No.	45	58	43	48
Language Expression	%ile	83	57	46	52
	No.	45	58	43	48
Total Language	**%ile**	**75**	**57**	**55**	**54**
	No.	45	58	43	48
Math Computation	%ile	63	73	68	80
	No.	46	58	42	48
Math Concepts and Applications	%ile	73	68	62	72
	No.	46	58	42	48
Total Mathematics	**%ile**	**71**	**72**	**67**	**77**
	No.	46	58	42	48
Total Battery	**%ile**	**72**	**62**	**56**	**58**
	No.	45	58	42	48
Word Analysis	%ile	75			
	No.	48			
Study Skills	%ile		61	41	45
	No.		58	42	47
Spelling	%ile	60	52	40	41
	No.	46	58	43	50
Science	%ile	63	57	32	31
	No.	46	58	43	47
Social Studies	%ile	71	56	54	41
	No.	45	58	43	47

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	58	47	61	58	64
4	Total Lang. Arts	57	51	65	54	62
4	Total Mathematics	72	75	78	78	68
6	Total Reading	40	54	41	56	47
6	Total Lang. Arts	54	70	47	53	55
6	Total Mathematics	77	84	65	57	49

Northwood School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	49	48	97	0	0	1
4	61	58	95	0	0	3
5	43	43	100	0	0	0
6	52	50	96	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	46	17.4	37.0	45.7	49	61*
	Lang. Arts	46	30.4	26.1	43.5	51	57
	Math	46	6.5	30.4	63.0	41	72*
5	Reading	30	43.3	33.3	23.3	52	46
	Lang. Arts	30	23.3	46.7	30.0	57	57
	Math	30	50.0	36.7	13.3	79	69*
6	Reading	34	14.7	61.8	23.5	38	42
	Lang. Arts	34	20.6	38.2	41.2	47	54
	Math	34	14.7	20.6	64.7	62	81*

* Indicates Significant Difference in Means at .05 level.

Table 36

Nunaka Valley School Overview

Statement of Program

Nunaka Valley provides an elementary school experience for children in full-day kindergarten through grade 6. In addition to the standard elementary school program, Nunaka Valley provides: multi-age classes, SMSI classes grades 1-6, a resource tutorial program, special education resource teachers, speech/language services, gifted, OT/PT, and a bilingual tutor.

Nunaka Valley provides a before school and after school day care program through Camp Fire. Nunaka Valley also houses a Community School which provides enrichment and after school activities for students, and evening and weekend programs for adults. Active School Business Partnerships with DeBarr Road Costco and Westmark Hotels provide opportunities for mutual support and service.

Nunaka Valley's educational program stresses the basics which include reading/language arts, math, social studies, science, art, music, library, computer literacy, health and safety, physical education, and 6th grade outdoor education.

The staff are very aware of the affective needs of the student body and places an emphasis on creative conflict resolution, the teaching social skills, appreciation for self and others, and the value of diversity. Nunaka Valley provides a sense of safety and community where students feel respected and free to learn.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading, writing, and spelling.	Partially Attained
Improve math performances.	Partially Attained
Improve computer skills.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,466,787
1999-00 Budgeted Amount	$1,560,400
2000-01 Adopted Budget	$1,566,238

*Dollars budgeted or expended are general fund only.

Nunaka Valley School Overview

School Report Card Statement

Nunaka Valley Elementary School **Helen Mullings**

After more than two years of renovation disruptions, Nunaka Valley's remodel and addition project is finally coming to a close. We returned to school last fall to find twenty-six pieces of permanent art displayed throughout our school. "Treasure Hunt," our 1% for Art project by artist Koryn Rolstad, had been installed over the summer. Ms. Rolstad worked with students in the spring of 1999 and incorporated their ideas into her designs. Each of the letters of the alphabet is represented by an image suggested by Nunaka Valley students. These images are placed throughout the school and challenge the observer to identify both the letter symbolized and the object. This alphabet theme was extended to the main entrance of the building, both on the facade and on the plaza. The art is reminiscent of the unique aspects of our neighborhood, of Anchorage, and of Alaska.

Students began this school year without having playground equipment to play on, as the installation was not finished until October 1. Nunaka Valley students showed their resourcefulness and problem solving capabilities by designing their own play opportunities. The last part of the construction project, seeding the playing field, is scheduled to be completed in July 2000. As we resume school in August, all areas of the renovation project should be complete.

Emerging from a project of this magnitude allowed staff to reestablish school traditions and to refocus energy on student achievement. Staff development targeted student performance standards, particularly in writing and technology. A source of pride at Nunaka Valley is our high level of technology literacy, which has been accomplished in a very short period of time. With three computers in every classroom, a 30-station lab, a 6-station mini-lab, and 5 high-speed Internet-based patron computers in the library, teachers have the necessary equipment to support computer learning for all students. To support teachers, two on-site graduate courses in computer use were held, as well as weekly staff "tech talks," where topics could be addressed in a timely manner. Financial support was arranged through grants and PTA funding to send seven teachers to the state conference on technology in education. To support our report card goal of student improvement in literacy, we also hosted an on-site course in "First Steps," with plans to continue the model next year.

Traditions that continue at Nunaka Valley include student mediators, RCCP studies, field day, sixth grade outdoor education camp, artist-in-residency, BEAR recreational reading, and the spelling bee. Also available to students are a breakfast program, before and after-school day care provided by Camp Fire, counseling services through South Central Counseling, Big Brothers/Big Sisters In-School Mentoring, Slingerland instruction, after-school chorus, and after-school skiing and basketball. We enjoy the support of Nunaka Valley Community School, Nunaka Valley Community Patrol, and COSTCO, our school/business partner.

Students from Nunaka Valley begin the new millennium with a neighborhood school that is community based. While we are fortunate that our physical plant is refurbished, the best part of our school is the dedicated teachers, supportive parents, and caring students.

Nunaka Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
362	100%	70	4	31

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
338.2	358.2	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	9	2	-
Intermediate	-	4	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.2
Classroom Teachers	16.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.2
Special Education Teachers	2.0	Clerical Support Staff	1.5
Music Teachers	8	Custodians	2.5
Art Teachers	4		
Physical Education Teachers	8		
Nurses	6		

Special Programs: Community School, Full-Day Kindergarten, Slingerland 1-6, Bilingual

Nunaka Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
193	45	71	25	26	2	169
53%	12%	19%	6%	7%	0%	46%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	362	166	46%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
362	29	39	32	32	132	36.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	90	26	53	33	210	2	414
% in One Sch.	60.00%	84.62%	71.70%	63.64%	79.52%	100.00%	73.43%
% in Same Sch.	56.67%	73.08%	49.06%	57.58%	66.19%	0.00%	61.35%

Nunaka Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	35	33	48
	No.	46	45	47	58
Reading Comprehension	%ile	48	46	39	57
	No.	46	45	47	58
Total Reading	**%ile**	**45**	**39**	**37**	**53**
	No.	46	45	47	58
Language Mechanics	%ile	35	37	52	57
	No.	46	45	47	58
Language Expression	%ile	59	39	48	52
	No.	45	45	48	59
Total Language	**%ile**	**46**	**37**	**49**	**54**
	No.	45	45	47	58
Math Computation	%ile	40	38	35	65
	No.	46	45	48	59
Math Concepts and Applications	%ile	44	50	45	60
	No.	46	44	48	59
Total Mathematics	**%ile**	**43**	**44**	**40**	**62**
	No.	46	44	48	59
Total Battery	**%ile**	**45**	**39**	**43**	**56**
	No.	45	44	47	58
Word Analysis	%ile	32			
	No.	46			
Study Skills	%ile		49	42	52
	No.		45	48	60
Spelling	%ile	43	41	34	44
	No.	46	45	48	58
Science	%ile	48	45	38	46
	No.	46	45	48	60
Social Studies	%ile	49	34	39	50
	No.	46	45	48	60

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	39	38	42	46	39
4	Total Lang. Arts	37	27	46	42	37
4	Total Mathematics	44	32	59	41	47
6	Total Reading	53	41	48	38	60
6	Total Lang. Arts	54	45	51	38	48
6	Total Mathematics	62	51	66	41	58

Nunaka Valley School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	48	46	95	1	0	1
4	45	45	100	0	0	0
5	51	48	94	1	0	2
6	61	60	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	39.4	33.3	27.3	44	37
	Lang. Arts	33	36.4	42.4	21.2	43	34
	Math	33	27.3	30.3	42.4	38	43
5	Reading	31	25.8	35.5	38.7	39	44
	Lang. Arts	31	12.9	19.4	67.7	31	53*
	Math	32	15.6	37.5	46.9	31	45*
6	Reading	43	34.9	37.2	27.9	60	56
	Lang. Arts	43	41.9	25.6	32.6	60	54
	Math	44	29.5	34.1	36.4	64	67

* Indicates Significant Difference in Means at .05 level.

Table 37

Ocean View School Overview

Statement of Program

Ocean View Elementary School provides a complete school experience for children grades K-6, including both regular and special education. Each child receives regularly scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning, and an optimistic approach to the future.

SCHOOL GOALS

Goal	Level of Achievement
Start understanding and implementing standards bases classroom.	Attained
Understand and use relationship between classroom based assessment and instruction, particularly in reading.	Attained

BUDGET*

1998-99 Expenditures	$1,455,408
1999-00 Budgeted Amount	$1,512,095
2000-01 Adopted Budget	$,1516,474

*Dollars budgeted or expended are general fund only.

Ocean View School Overview

School Report Card Statement

Ocean View Elementary School **Lou Kustin**

Ocean View student continue to excel academically in all areas. Approximately 54 percent of our sixth grade students qualified for algebra for seventh grade. Our language arts and reading CAT scores continue to demonstrate student achievement.

The focus for the past year's inservices has been to develop an acceptance of standards, apply standards to lesson plans, and assess students for performance of standards. We have made a start and have lots more work to do.

The PTA continues to be very involved in all aspects of the school and community. Their efforts this past year have taught many students an appreciation for civic responsibility.

Our school business partner continues to take an interest in our school as we look for ways to make our partnership mature.

Despite the upheaval of moving an entire school and packing twice our students have remained true to our mission of academic success.

Ocean View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
410	85%	113	56	7

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
385.6	407.9	94.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	3	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	15.0	Bilingual Tutors	.21
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.7		
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teachers	2.0		
Nurses	.7		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1

Ocean View School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
328	10	40	20	12	0	82
80%	2%	8%	4%	2%	0%	20%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	412	41	11%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
410	24	15	25	13	77	18.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	49	23	12	12	344	0	440
% in One Sch.	71.43%	73.91%	66.67%	100.00%	90.41%	0.00%	87.05%
% in Same Sch.	55.10%	56.52%	83.33%	91.67%	77.91%	0.00%	74.77%

Ocean View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	70	74	78	70
	No.	60	70	69	42
Reading Comprehension	%ile	73	78	71	75
	No.	60	70	69	42
Total Reading	**%ile**	**73**	**78**	**78**	**74**
	No.	60	70	69	42
Language Mechanics	%ile	56	83	81	89
	No.	59	69	69	42
Language Expression	%ile	67	78	74	75
	No.	59	69	69	42
Total Language	**%ile**	**62**	**82**	**79**	**86**
	No.	59	69	69	42
Math Computation	%ile	71	87	71	86
	No.	59	67	69	42
Math Concepts and Applications	%ile	73	84	84	88
	No.	59	67	69	42
Total Mathematics	**%ile**	**75**	**88**	**82**	**88**
	No.	59	67	69	42
Total Battery	**%ile**	**72**	**85**	**82**	**85**
	No.	58	66	69	42
Word Analysis	%ile	60			
	No.	60			
Study Skills	%ile		83	73	80
	No.		68	69	42
Spelling	%ile	60	70	63	63
	No.	59	70	69	42
Science	%ile	62	78	62	65
	No.	58	68	69	44
Social Studies	%ile	69	75	72	67
	No.	58	68	69	44

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	78	76	79	79	79
4	Total Lang. Arts	82	79	86	88	73
4	Total Mathematics	88	82	91	93	85
6	Total Reading	74	67	71	79	79
6	Total Lang. Arts	86	78	78	82	77
6	Total Mathematics	88	83	84	86	89

Ocean View School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	65	60	92	0	0	5
4	72	70	97	0	0	2
5	72	69	95	0	0	3
6	48	44	91	0	0	4

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	53	18.9	41.5	39.6	78	81
	Lang. Arts	53	13.2	34.0	52.8	72	84*
	Math	53	22.6	20.8	56.6	82	90*
5	Reading	60	26.7	33.3	40.0	76	78
	Lang. Arts	60	30.0	38.3	31.7	78	80
	Math	60	31.7	40.0	28.3	82	82
6	Reading	37	43.2	43.2	13.5	81	76
	Lang. Arts	37	29.7	37.8	32.4	86	86
	Math	37	32.4	29.7	37.8	87	90

* Indicates Significant Difference in Means at .05 level.

Table 38

O'Malley School Overview

Statement of Program

O'Malley Elementary School provides educational services to students residing in the hillside area of southeast Anchorage. O'Malley is organized along the traditional K-6 lines but with features that depart from the completely self-contained model such as: Slingerland classes in grades 1, 2, & 3; special education classes (resource and inclusion, when appropriate); intensive needs class; gifted education site; computer lab with mini labs in each classroom. In addition to the basic curriculum, wide variety of offerings are available to students. These offerings include art, music, physical education, and band/orchestra. O'Malley has a strong commitment to high academic standards, and believes that a partnership between home and school is essential for each child's success.

O'Malley offers the community various classes and recreational opportunities through the Service Community School.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling.	Attained
Improve reading.	Attained
Continue with "Knights of the Math Table" program to learn math facts.	Attained
Develop student character/pride.	Attained

BUDGET*

1998-99 Expenditures	$1,641,983
1999-00 Budgeted Amount	$1,538,774
2000-01 Adopted Budget	$1,544,612

*Dollars budgeted or expended are general fund only.

O'Malley School Overview

School Report Card Statement

O'Malley Elementary School **Maria Kreta-Dillon**

O'Malley Elementary continues to provide varied and exciting learning experiences for its students due to a strong professional staff and involved parents and volunteers. The PTA slogan, "Together for Children" is evident on a daily basis. Parents and teachers have a strong partnership, and the children truly benefit.

Four goals were addressed through the cooperation of the staff, parents, and community for the 1999-2000 school year. Reading, math and spelling were the three targeted areas for academic growth. The reading goal was written in keeping with the Anchorage School District and Board goal of having independent readers by the end of third grade, and we also addressed intermediate readers' progress. Spelling was addressed to see students' growth school-wide.

In Math, we continued with the "Knights of the Math Table" program: of students who participated in grades 4-6, over 80% successfully completed the program. O'Malley focused on a pillar a month from Character Counts! The program proved to be very positive for adults and students alike.

Many exciting events take place at O'Malley due to the dedication of the professional staff members and the involvement of our wonderful parents and community members.

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O'Malley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
462	96%	110	41	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
441.4	464.1	95.1%

CLASSROOM GROUPS	**20 and below**	**21 to 30**	**31+**
Primary	3	5	-
Intermediate	-	8	-
Combination	1	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.5
Classroom Teachers	19.0	Bilingual Tutors	.39
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	1.0		
Nurses	1.0		
Special Programs: Gifted sites, Slingerland for grades 1-3, Intensive Needs Site, Computer labs			

O'Malley School Characteristics

ETHNICITY REPORT – OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
417	3	19	17	6	0	45
90%	0%	3%	3%	1%	0%	9%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	467	12	3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
462	34	21	13	2	70	15.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	21	17	5	7	439	0	489
% in One Sch.	85.71%	94.12%	60.00%	71.43%	92.48%	0.00%	91.62%
% in Same Sch.	76.19%	88.24%	60.00%	57.14%	75.63%	0.00%	75.66%

O'Malley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	79	79	67
	No.	52	88	67	79
Reading Comprehension	%ile	81	82	81	75
	No.	50	88	67	79
Total Reading	**%ile**	**81**	**82**	**83**	**73**
	No.	50	88	67	79
Language Mechanics	%ile	55	70	78	80
	No.	52	88	67	79
Language Expression	%ile	73	80	83	74
	No.	52	87	67	79
Total Language	**%ile**	**66**	**77**	**82**	**79**
	No.	52	87	67	79
Math Computation	%ile	77	89	73	81
	No.	51	87	67	79
Math Concepts and Applications	%ile	66	85	85	86
	No.	51	87	67	79
Total Mathematics	**%ile**	**74**	**89**	**84**	**85**
	No.	51	87	67	79
Total Battery	**%ile**	**77**	**85**	**86**	**81**
	No.	50	87	67	79
Word Analysis	%ile	61			
	No.	52			
Study Skills	%ile		76	78	74
	No.		87	67	79
Spelling	%ile	48	65	63	64
	No.	52	88	67	79
Science	%ile	74	79	64	69
	No.	52	87	67	79
Social Studies	%ile	70	74	80	74
	No.	51	87	67	79

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	82	81	78	84	84
4	Total Lang. Arts	77	76	81	85	78
4	Total Mathematics	89	85	87	92	87
6	Total Reading	73	77	74	78	77
6	Total Lang. Arts	79	82	80	83	79
6	Total Mathematics	85	86	80	91	83

O'Malley School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	57	52	91	1	0	4
4	94	88	93	0	3	3
5	68	67	98	0	0	1
6	82	79	96	1	0	2

- Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	72	31.9	30.6	37.5	84	85
	Lang. Arts	72	13.9	36.1	50.0	72	81*
	Math	72	11.1	30.6	58.3	82	92*
5	Reading	55	20.0	49.1	30.9	83	85
	Lang. Arts	55	10.9	45.5	43.6	77	84*
	Math	55	36.4	30.9	32.7	87	85
6	Reading	67	40.3	38.8	20.9	81	76*
	Lang. Arts	67	35.8	38.8	25.4	85	83
	Math	67	19.4	41.8	38.8	83	87*

* Indicates Significant Difference in Means at .05 level.

Table 39

Orion School Overview

Statement of Program

Orion Elementary School provides a standard program of Instruction for students in grades K-6. In addition to this, the Slingerland method of instruction is offered as a learning options in grades 1-4. Full-day kindergarten is offered in four classrooms. Special education is offered to qualified students through both inclusion and pull out models by special education resource teachers. Additional instruction is provided in bilingual, speech, OT/PT and gifted education for those students who qualify. All students recieve instruction in classroom music, physical education, art and library by specialists in those areas. Instrumental music is provided for sixth grade students three days per week.

Orion is a newly remodeled school. With building funds, we were able to purchase enough computers to put at least one in every classroom while also providing a complete computer lab. Orion staff is committed to using technology to support classroom curriculum and current teaching practices. To achieve this goal, staff is involved in professional development through inservices with Instructional Technology personnel in the Anchorage School District.

Other instructional goals include reading and spelling. Teachers continue to participate in professional development activities that support student standards in these areas.

Since Orion School is located on a military base, we are fortunate to have access to the many resources for families that support our children and school community. Orion School also has an active PTA that supports our school through fund raising activities, volunteer efforts and support for instructional programs.

SCHOOL GOALS

Goal	Level of Achievement
Implement school reading plan.	Attained
Improve spelling.	Attained

BUDGET*

1998-99 Expenditures	$1,752,896
1999-00 Budgeted Amount	$1,775,391
2000-01 Adopted Budget	$1,782,688

*Dollars budgeted or expended are general fund only.

Orion School Overview

School Report Card Statement

Orion Elementary School **Kathi Humble**

Orion Elementary School is a K-6 school located on Elmendorf Air Force Base in Anchorage. During the past five years, all three elementary schools on Elmendorf have been upgraded through major renovations. Each school was closed for one year resulting in increased enrollment for the two years prior to the Orion closure. Orion was closed for the 1998-99 school year and the students were dispersed among four elementary schools. This information is only relevant when comparing enrollment figures and testing data over the past few years. There are many more variables to consider than would normally be true for a school community.

This is the first year since the renovation program began five years ago that our staff and community feel settled and "at home." The Orion staff is a group of professionals that work well together, support each other on many levels and truly love what they do for kids everyday. Their positive attitude and strong instructional ability is what makes Orion a fun place to be and a great place for learning.

Orion offers Slingerland instruction in grades 1-4 and full-day kindergarten in four classrooms. Special education students are accommodated appropriately depending on their needs and speech is also provided on site. Our gifted students receive instruction at another site and they are bussed to that school once a week. We have a bilingual tutor two days a week. All other services are consistent with other Anchorage School District Schools.

Orion is fortunate to have students that are military dependents as they qualify for many services offered to military families on base. There is a family support center, family advocacy (offers counseling services) and a hospital. Various squadrons have helped over the years with ice rink maintenance and PTA activities.

Our enrollment has declined to approximately 400 students this year. We have found this to be a great asset in our ability to provide more activities for students. It has also made a significant positive change in behavior management.

Orion is a wonderful school in a community with mostly enlisted military personnel. Parents maintain good contact with the school and are always available to support the school as needed.

Orion School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
407	86%	65	5	10

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
337.5	391.6	96.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	9	3	-
Intermediate	-	3	1
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	17.0	Clerical Support Staff	1.5
Librarians	1.0	Custodians	3.0
Special Education Teachers	1.5		
Music Teachers	.9		
Art Teachers	.8		
Physical Education Teachers	.9		
Nurses	1.0		
Special Programs:			

Orion School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
299	71	4	11	22	0	108
73%	17%	0%	2%	5%	0%	26%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	395	173	44%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	0	1	2
Percent Not Promoted	0%	0%	2.9%	0%	0%	2.4%	.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
407	47	61	10	18	136	33.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	4	13	81	24	323	0	445
% in One Sch.	100.00%	76.92%	65.43%	83.33%	79.57%	0.00%	77.30%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Orion School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	69	62	54
	No.	36	58	40	41
Reading Comprehension	%ile	50	62	64	71
	No.	36	59	40	41
Total Reading	**%ile**	**51**	**67**	**65**	**66**
	No.	36	58	40	41
Language Mechanics	%ile	41	73	77	79
	No.	36	58	40	41
Language Expression	%ile	58	71	71	61
	No.	36	58	40	41
Total Language	**%ile**	**49**	**73**	**76**	**72**
	No.	36	58	40	41
Math Computation	%ile	52	70	64	60
	No.	36	59	40	41
Math Concepts and Applications	%ile	50	75	64	66
	No.	36	59	40	41
Total Mathematics	**%ile**	**51**	**75**	**65**	**64**
	No.	36	59	40	41
Total Battery	**%ile**	**51**	**72**	**71**	**68**
	No.	36	57	40	41
Word Analysis	%ile	51			
	No.	36			
Study Skills	%ile		73	57	64
	No.		59	40	41
Spelling	%ile	40	63	55	61
	No.	36	59	40	41
Science	%ile	54	73	53	53
	No.	36	59	40	41
Social Studies	%ile	48	61	70	65
	No.	36	59	40	41

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	67	N/A	64	69	60
4	Total Lang. Arts	73	N/A	68	58	50
4	Total Mathematics	75	N/A	57	61	49
6	Total Reading	66	N/A	66	49	56
6	Total Lang. Arts	72	N/A	75	51	57
6	Total Mathematics	64	N/A	74	48	47

Orion School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	36	36	100	0	0	0
4	59	59	100	0	0	0
5	40	40	100	0	0	0
6	42	41	97	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	**					
	Lang. Arts	**					
	Math	**					
5	Reading	**					
	Lang. Arts	**					
	Math	**					
6	Reading	**					
	Lang. Arts	**					
	Math	**					

** School closed for 98/99 school year, no information available
* Indicates Significant Difference in Means at .05 level.

Table 40

Ptarmigan School Overview

Statement of Program

Ptarmigan Elementary School provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes resource teachers, speech therapist, computer lab tutor, social skills tutor, librarian, physical education teacher, music teacher, and nurse.

Ptarmigan is dedicated to offering the students of the area a well-rounded education which includes science, music, and art. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basic skills for all students.

SCHOOL GOALS

Goal	Level of Achievement
Improve writing skills.	Attained
Improve math skills.	Attained
Improve spelling.	Attained
Read independently at end of grade 3.	Attained

BUDGET*

1998-99 Expenditures	$1,334,995
1999-00 Budgeted Amount	$1,502,923
2000-01 Adopted Budget	$1,600,087

*Dollars budgeted or expended are general fund only.

Ptarmigan School Overview

School Report Card Statement

Ptarmigan Elementary School **Jimmie Daniels**

This year Ptarmigan delivered a high quality, standards-based curriculum to its diverse student population. We strive to provide an instructional program designed for gifted students, but taught to an at-risk population. Our standards-based writing curriculum was deeply implemented throughout all the grades.

All students were actively engaged in First Steps writing forms. All classroom teachers were required to produce two authentic writing projects with their students. The writing projects used the writing forms required for their grade level. We are in our second year of a Schoolwide Title 1 Program. Our Certificated Support Teachers (CST) team taught with the regular classroom teachers. The team teaching was done in writing, reading or math. The CST Team composed of Literacy Support Teachers, Math Support Teacher and Special Education Teachers were an integral part of our standards-based writing program.

We attained success in all our goals. We sought to gain academic improvement in writing, reading, math and spelling. Many grade levels achieved a gain10% or more percentile points on both Title 1 Assessment and the CAT Test. The gains were based on Fall to Spring scores using the Title 1 Assessment. The gains using the CAT Test were based on 1998-99 scores versus the 1999-00.

The school climate is positive. We have high expectations for our students. The parents gave the school a satisfaction rating of 92.5%. The parents felt we had achieved our goals in writing and the K-3 Reading Program. Math and spelling received a less than positive rating by parents in regards to the achievement of the goals. The staff only gave a positive rating for achieving our goal in writing. The staff overall felt we had not reached our goals in math, spelling or the K-3 Reading Program. Both staff and parents felt all the goals should be continued the nest year. Ninety-nine percent of the students felt safe at school. Also, seventy-one percent of our students felt positive about the integration of technology into the curriculum.

Ptarmigan School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
412	136%	88	13	63

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
402.9	431.1	93.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	9	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.0
Classroom Teachers	17.5	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	3.5	Indian Education	.5
Music Teachers	1.0	Title I Tutor/TA	1.0
Art Teachers	.5	Clerical Support Staff	1.5
Physical Education Teachers	1.0	Custodians	2.0
Nurses	.75	Community School Cordinator	1.0

Special Programs: Title I, Breakfast program

Ptarmigan School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
184	74	86	32	32	4	228
44%	17%	20%	7%	7%	0%	55%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	437	247	57%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
412	43	43	34	67	187	45.4%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	118	41	99	40	208	7	513
% in One Sch.	63.56%	70.73%	69.70%	67.50%	76.92%	57.14%	70.96%
% in Same Sch.	47.46%	43.90%	47.47%	52.50%	57.21%	0.00%	50.88%

Ptarmigan School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	43	44	41
	No.	57	65	71	45
Reading Comprehension	%ile	55	37	46	53
	No.	57	65	71	45
Total Reading	**%ile**	**54**	**41**	**46**	**48**
	No.	57	65	71	45
Language Mechanics	%ile	45	37	64	61
	No.	57	65	71	46
Language Expression	%ile	50	34	49	52
	No.	57	65	71	46
Total Language	**%ile**	**46**	**35**	**56**	**57**
	No.	57	65	71	46
Math Computation	%ile	46	39	41	70
	No.	57	65	70	46
Math Concepts and Applications	%ile	51	56	51	64
	No.	57	65	70	46
Total Mathematics	**%ile**	**49**	**48**	**47**	**67**
	No.	57	65	70	46
Total Battery	**%ile**	**50**	**40**	**51**	**58**
	No.	56	65	70	45
Word Analysis	%ile	48			
	No.	57			
Study Skills	%ile		51	52	48
	No.		65	69	46
Spelling	%ile	59	43	43	40
	No.	56	65	71	45
Science	%ile	43	48	38	43
	No.	57	65	69	45
Social Studies	%ile	52	34	51	48
	No.	57	65	69	44

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	41	40	37	37	40
4	Total Lang. Arts	35	38	33	34	26
4	Total Mathematics	48	40	32	44	38
6	Total Reading	48	35	42	51	36
6	Total Lang. Arts	57	35	45	54	36
6	Total Mathematics	67	38	45	55	37

Ptarmigan School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed Excluded	Number Other** Excluded
3	57	57	100	0	0	0
4	66	65	98	1	0	0
5	71	71	100	0	0	0
6	47	46	97	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	36	16.7	38.9	44.4	34	41
	Lang. Arts	36	19.4	22.2	58.3	25	35*
	Math	36	30.6	19.4	50.0	39	46
5	Reading	48	35.4	25.0	39.6	44	47
	Lang. Arts	48	20.8	31.3	47.9	40	52*
	Math	48	33.3	39.6	27.1	49	44
6	Reading	26	19.2	26.9	53.8	37	50*
	Lang. Arts	27	11.1	55.6	33.3	50	58*
	Math	27	14.8	22.2	63.0	53	71*

* Indicates Significant Difference in Means at .05 level.

Table 41

Rabbit Creek School Overview

Statement of Program

Rabbit Creek Elementary provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes Slingerland trained teachers grades 1-4, a music teacher, a librarian, a PACT teacher, a special education teacher, and a physical education teacher. The school serves as a community school for the South end of town.

Rabbit Creek is dedicated to offering the students of the area a well-rounded education which includes science, music, art, physical education, and an after school activities program. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basics for all students.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling.	Partially Attained
Improve reading comprehension.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,489,630
1999-00 Budgeted Amount	$1,515,711
2000-01 Adopted Budget	$1,521,549

*Dollars budgeted or expended are general fund only.

Rabbit Creek School Overview

School Report Card Statement

Rabbit Creek Elementary School **Elizabeth Barner**

Rabbit Creek's focus this year was on State and District Standards. Rabbit Creek teachers worked with teachers from Scenic Park, Baxter and Ursa Minor to develop activities for their classrooms that were standard based. They worked collaboratively throughout the school year to develop these lessons for their grade level. Also, many staff members developed new lesson plan forms to addressing standards in their plans.

The staff has continued to work as a team at grade levels and across grade levels. The staff is supportive of each other and assist fellow colleagues on a regular basis. Their approach is positive toward their colleagues as well as to the administration.

Rabbit Creek continues to expand their knowledge of technology and add computer equipment. Each teacher was given the opportunity to work with the district computer technology person for two hours. This enabled them to work on specific skills or projects in the area of technology.

Rabbit Creek parents continue to play an active role in making their children and this school successful. Parents are involved at home with their children learning as well as volunteering in the school. Parents volunteered over 5000 hours in classrooms and PTA projects

Rabbit Creek students continue to score well on the CAT test usually around above 70% as an average at each grade level.

Rabbit Creek School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
422	88%	97	30	13

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
401.8	424.1	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	5	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.0
Classroom Teachers	16.5	Bilingual Tutors	.5
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	4.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Computer Labs, Intensive Needs Site, Slingerland for grades 1-3

Rabbit Creek School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
352	5	41	10	14	0	70
83%	1%	9%	2%	3%	0%	16%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	428	45	12%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	1	1	2
Percent Not Promoted	0%	0%	0%	0%	1.4%	1.3%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
422	23	21	16	19	79	18.7%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	47	14	5	16	379	0	461
% in One Sch.	74.47%	71.43%	100.00%	75.00%	88.13%	0.00%	85.90%
% in Same Sch.	61.70%	42.86%	100.00%	50.00%	74.14%	0.00%	71.37%

Rabbit Creek School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	71	73	74	58
	No.	57	62	68	77
Reading Comprehension	%ile	77	67	77	71
	No.	55	62	68	77
Total Reading	**%ile**	**76**	**72**	**78**	**66**
	No.	55	62	68	77
Language Mechanics	%ile	57	68	82	75
	No.	57	62	66	76
Language Expression	%ile	74	72	79	71
	No.	57	62	66	77
Total Language	**%ile**	**67**	**72**	**82**	**75**
	No.	57	62	66	76
Math Computation	%ile	76	70	79	85
	No.	57	62	67	77
Math Concepts and Applications	%ile	83	76	81	86
	No.	57	62	66	77
Total Mathematics	**%ile**	**83**	**76**	**83**	**86**
	No.	57	62	66	77
Total Battery	**%ile**	**78**	**75**	**84**	**78**
	No.	55	62	66	76
Word Analysis	%ile	63			
	No.	57			
Study Skills	%ile		75	77	71
	No.		61	67	77
Spelling	%ile	66	64	60	60
	No.	57	62	68	76
Science	%ile	73	69	63	66
	No.	57	61	67	77
Social Studies	%ile	69	76	79	64
	No.	57	60	67	77

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	72	75	67	75	82
4	Total Lang. Arts	72	72	60	68	67
4	Total Mathematics	76	75	75	74	73
6	Total Reading	66	66	71	76	83
6	Total Lang. Arts	75	76	75	74	78
6	Total Mathematics	86	79	81	85	91

Rabbit Creek School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	59	57	96	2	0	0
4	63	62	98	0	0	1
5	70	68	97	1	0	1
6	77	77	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	54	33.3	38.9	27.8	74	74
	Lang. Arts	54	20.4	40.7	38.9	69	73
	Math	54	35.2	31.5	33.3	74	76
5	Reading	50	30.0	30.0	40.0	80	83
	Lang. Arts	50	14.0	34.0	52.0	77	85*
	Math	50	18.0	38.0	44.0	79	87*
6	Reading	63	31.7	41.3	27.0	69	70
	Lang. Arts	62	38.7	30.6	30.6	78	78
	Math	63	9.5	42.9	47.6	81	88*

* Indicates Significant Difference in Means at .05 level.

Table 42

Ravenwood School Overview

Statement of Program

Ravenwood Elementary School offers a complete instructional program in grades K-6. This standard program features individual self-contained classrooms in a traditional setting. Even so, a great deal of inter-staff and grade level planning occurs throughout the school year. High academic expectations are placed on students, along with a strong emphasis on affective development. The instructional staff includes a librarian, physical education teacher, music teacher, art teacher, and special education resource teachers.

Community involvement is welcomed at Ravenwood. Parents are encouraged to take an active part in school activities.

Ravenwood is dedicated to the concept of basic skills mastery and proficiency, taught in a positive and nurturing environment.

SCHOOL GOALS

Goal	**Level of Achievement**
Improve spelling.	Partially Attained
Foster school wide literacy.	Partially Attained
Develop and set good character norms.	Attained

BUDGET*

1998-99 Expenditures	$1,476,189
1999-00 Budgeted Amount	$1,375,274
2000-01 Adopted Budget	$1,379,653

*Dollars budgeted or expended are general fund only.

Ravenwood School Overview

School Report Card Statement

Ravenwood Elementary School **Eunice Long**

We know that children grow according to the expectations that we have of them. With this in mind, we at Ravenwood continue to hold our students to high standards.

Ravenwood's staff began the year in standards discussions and collaboration with three other schools in the Eagle River area. Standards discussions continued in monthly horizontal and vertical articulation groups and in a First Steps Writing class that met once a month. Parents joined the staff each quarter to score writing samples for students in grades three through six. The efforts of the staff and community proved to be very successful in addressing our school goals.

Our goal that students would continue to improve spelling accuracy in their writing was realized, however, our goal that students would maintain or improve their National standardized test scores in Spelling was not totally realized. Third graders on the Spring 1999 CAT/5 scored at the 66%. On the Spring 2000 CAT/5, third graders scored at the 72%. Fourth graders scored at the 75% on the 1999 Spring CAT/5, and 70% on the Spring 2000 CAT/5. It is note worthy to mention that teacher assessments of students indicated an overall pattern of continued achievement in day to day spelling.

Our goal that Ravenwood's staff would foster schoolwide Literacy by continuing to foster and encourage attitudes, behaviors and skills indicative of independent readers and spellers is evidenced in a number of ways. Struggling and reluctant readers identified at the beginning of the school year are now eager, independent readers. Our schoolwide reading program that challenged students to read for 2000 minutes in February engaged everyone and rewarded students for attaining that goal. We anticipated that our Total Language test scores for third and fourth graders would be maintained or improved. We did not realize this aspect of our goal. Comparing 1999 CAT/5 Total Language scores with CAT/5 2000 scores, third graders scored at the 84% in 1999 and at the 80% in 2000, not bad but definitely not maintained. Fourth grade scored at the 84% in 1999 and at the 76% in 2000.

Goal three to saturate the school climate with messages and expectations about good character in order to clarify norms about what is/is not acceptable behavior was accomplished. Character messages were shared, and class discussions were held daily. Character Counts posters were hung in classrooms and throughout the building. Character Counts videos and stories were shared with students. The results of this year's student surveys show far fewer students feel unsafe, disrespected or unfairly treated.

Our vision that all children need to be a respected part of our school community, that all professionals feel a part of a caring school family, and that all parents and community persons feel welcomed and encouraged to participate, will continue to inspire us to set our goals for excellence.

Ravenwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
380	79%	54	13	3

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
353.8	373.2	94.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	4	-
Intermediate	-	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	15.0	Clerical Support Staff	1.5
Librarians	1.0	Custodians	2.5
Special Education Teachers	2.0		
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.7		
Special Programs: Computer labs			

Ravenwood School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
352	8	11	6	3	0	28
92%	2%	2%	1%	0%	0%	7%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	371	8	2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
380	22	22	15	20	79	20.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	12	8	9	3	370	1	403
% in One Sch.	83.33%	87.50%	33.33%	100.00%	87.84%	0.00%	86.35%
% in Same Sch.	75.00%	75.00%	55.56%	100.00%	74.32%	0.00%	73.95%

Ravenwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	85	72	84	74
	No.	50	64	67	71
Reading Comprehension	%ile	87	73	77	80
	No.	50	64	67	71
Total Reading	**%ile**	**88**	**74**	**84**	**79**
	No.	50	64	7	71
Language Mechanics	%ile	70	72	83	75
	No.	50	64	68	71
Language Expression	%ile	82	76	82	82
	No.	49	63	68	70
Total Language	**%ile**	**79**	**75**	**85**	**81**
	No.	49	63	68	70
Math Computation	%ile	78	57	85	83
	No.	50	63	67	70
Math Concepts and Applications	%ile	88	79	82	84
	No.	50	63	67	70
Total Mathematics	**%ile**	**87**	**72**	**86**	**85**
	No.	50	63	67	70
Total Battery	**%ile**	**87**	**75**	**87**	**84**
	No.	48	63	67	70
Word Analysis	%ile	77			
	No.	50			
Study Skills	%ile		79	76	82
	No.		62	67	70
Spelling	%ile	72	69	72	62
	No.	50	64	68	71
Science	%ile	89	74	69	77
	No.	49	62	67	70
Social Studies	%ile	78	69	81	74
	No.	49	62	67	70

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	74	83	75	82	76
4	Total Lang. Arts	75	76	71	78	65
4	Total Mathematics	72	76	64	79	63
6	Total Reading	79	79	79	77	72
6	Total Lang. Arts	81	86	82	85	71
6	Total Mathematics	85	88	80	87	74

Ravenwood School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	52	50	96	1	0	1
4	65	64	98	0	0	1
5	69	68	98	0	0	1
6	73	71	97	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	47	55.3	27.7	17.0	86	74*
	Lang. Arts	48	54.2	31.3	14.6	86	75*
	Math	49	63.3	20.4	16.3	88	70*
5	Reading	53	32.1	26.4	41.5	85	87
	Lang. Arts	52	19.2	26.9	53.8	78	87*
	Math	53	13.2	30.2	56.6	78	89*
6	Reading	57	26.3	52.6	21.1	83	82
	Lang. Arts	57	38.6	36.8	24.6	86	83
	Math	57	28.1	42.1	29.8	85	86

* Indicates Significant Difference in Means at .05 level.

Table 43

Rogers Park School Overview

Statement of Program

Rogers Park Elementary School provides a climate which promotes instructional excellence through a student oriented program which focuses on the development of the whole child. Recognizing that individual students have unique learning styles, Rogers Park School affords every person opportunities for success with access to special services and resources for those students who are exceptional.

At Rogers Park, two educational programs exist: a traditional K-6 program and a pre-K-6 for highly gifted students. Cooperation of school professionals, parents, and community members ensures support for each student to achieve positive academic, emotional, physical and social growth. Rogers Park provides a safe, secure environment for all students.

We will continue to cultivate, in a positive manner, the richness and diversity of cultures in our community so that children can peacefully co-exist in our world. The Rogers Park staff works in a partnership with parents to provide everyday education for our students.

SCHOOL GOALS

Goal	Level of Achievement
Develop computational skills	Attained
Develop spelling skills	Attained
Institute problem resolution strategies	Partially Attained

BUDGET*

1998-99 Expenditures	$1,982,898
1999-00 Budgeted Amount	$1,601,121
2000-01 Adopted Budget	$1,608,418

*Dollars budgeted or expended are general fund only.

Rogers Park School Overview

School Report Card Statement

Rogers Park Elementary School **Enid Hunter**

We are delighted with our progress and achievements in spelling and math, especially since goal derivation in the math area sprung directly from parental survey results indicating a need to more comprehensively address computational skills. As it turned out, goals in spelling and math were directly aligned with grade level standards.

This year, SRC goal setting was more structured, leading to increased measurability of goals, more specific data gathering and better reporting methods. A goal planning template was developed by the principal and utilized by grade level teams to formulate a goal area, determine how progress would be measured, the kinds of data desired, methods of collection, dates of baseline and other collection times, and how data would be compared and reported.

Pre and post-test data was displayed by each teacher in a graphic format. This came from a workshop where spreadsheet construction, converting data from a table to a graph, and importing tables and graphs into a word processing document was introduced and practiced. This process will be refined and followed again next year.

Next year the Principal's Cabinet will be reinitiated and steps taken to directly focus on enhancing student empowerment and increasing student decision making opportunities.

In 2000-01 the RCCP Mediation program will begin when school starts, not in November. There will be a greater effort to match individuals taking the pre and post-surveys to more accurately track individual attitudes toward playground safety.
Teachers will be required to turn in a list of RCCP lessons (a minimum of 25) that they have each taught. We will also try to develop a way to cluster the referrals. When the discipline records are examined, it is noted that a few individuals are repeatedly involved in referral incidents.

Rogers Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
547	105%	222	128	53

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
522.0	552.0	94.5%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	4	6	-
Intermediate	3	7	-
Combination	3	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	18.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	3	Custodians	2.5
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	7.0		
Nurses	1.0		

Special Programs: Community School, Computer lab, Self contained Gifted classes.

Rogers Park School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
384	31	40	65	27	0	163
70%	5%	7%	11%	4%	0%	29%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	558	121	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	2	0	0	0	1	3
Percent Not Promoted	0%	2.5%	0%	0%	0%	1.0%	.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
547	38	20	36	35	129	23.6%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	46	70	41	29	420	0	606
% in One Sch.	73.91%	87.14%	63.41%	82.76%	87.62%	0.00%	84.65%
% in Same Sch.	73.91%	67.14%	46.34%	65.52%	73.81%	0.00%	70.79%

Rogers Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	78	71	79	70
	No.	81	94	82	95
Reading Comprehension	%ile	75	64	80	75
	No.	81	94	82	95
Total Reading	**%ile**	**78**	**69**	**82**	**75**
	No.	81	94	82	95
Language Mechanics	%ile	66	65	82	83
	No.	80	94	82	96
Language Expression	%ile	75	66	80	76
	No.	80	94	82	96
Total Language	**%ile**	**73**	**67**	**83**	**81**
	No.	80	94	82	96
Math Computation	%ile	78	76	80	83
	No.	81	93	82	96
Math Concepts and Applications	%ile	80	80	85	85
	No.	81	93	82	96
Total Mathematics	**%ile**	**82**	**81**	**86**	**85**
	No.	81	92	82	96
Total Battery	**%ile**	**80**	**75**	**87**	**82**
	No.	80	92	82	95
Word Analysis	%ile	62			
	No.	81			
Study Skills	%ile		76	77	76
	No.		93	82	96
Spelling	%ile	63	66	72	70
	No.	80	94	82	96
Science	%ile	74	72	71	68
	No.	81	94	82	96
Social Studies	%ile	78	71	78	72
	No.	81	94	81	96

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	69	82	78	80	83
4	Total Lang. Arts	67	77	78	75	73
4	Total Mathematics	81	85	82	84	83
6	Total Reading	75	81	80	85	67
6	Total Lang. Arts	81	83	83	86	84
6	Total Mathematics	85	90	86	91	86

Rogers Park School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	82	81	98	0	0	1
4	94	94	100	0	0	0
5	84	82	97	1	0	1
6	99	96	96	0	3	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	65	38.5	41.5	20.0	86	78*
	Lang. Arts	65	40.0	35.4	24.6	81	77
	Math	65	23.1	40.0	36.9	83	86
5	Reading	67	29.9	43.3	26.9	85	85
	Lang. Arts	67	25.4	31.3	43.3	81	86*
	Math	67	31.3	34.3	34.3	87	88
6	Reading	80	31.3	42.5	26.3	78	77
	Lang. Arts	81	30.9	42.0	27.2	83	82
	Math	81	21.0	44.4	34.6	83	86

* Indicates Significant Difference in Means at .05 level.

Table 44

Russian Jack School Overview

Statement of Program

Russian Jack Elementary School is located in east mid-town Anchorage and is home to a diverse population of learners. The school provides support and services through the following programs: Title I, Migrant Education, Bilingual Education, Special Education, the Breakfast Program, Full-Day Kindergarten, the Alaska State School for the Deaf and Hard of Hearing, Indian Education, Resolving Conflict Creatively (RCCP), and Project Achieve.

Russian Jack is generously supported through their business partners. Alyeska Pipeline Corporation's fiscal contributions as well as their staff's volunteer time has supported Russian Jack's RCCP program, technology advancement, school beautification, and student, staff and family empowerment. AT&T Wireless Communication has provided a two (2) year project that has provided staff with cellular telephones (35) and free air time for parent, student and community communication.

SCHOOL GOALS

Goal	Level of Achievement
Implement clear, consistent discipline policy.	Attained
Implement new reading program.	Attained
Implement new spelling program.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,579,358
1999-00 Budgeted Amount	$1,647,517
2000-01 Adopted Budget	$1,651,896

*Dollars budgeted or expended are general fund only.

Russian Jack School Overview

School Report Card Statement

Russian Jack Elementary School **Darrell Vincek**

Russian Jack Elementary has had a year of building and growth. We began the school year located in three sites: East/Benson, East/Relocatables and the Alyeska Pipeline building. This created a continuation of the logistics orchestration for lunch. bathroom, staff communication, and coordination of services. We moved into our brand new building in early November. This created another time for adjustment. Since that time we have adjusted to our new home, taken delivery on new curriculum, replaced classroom and library furniture and set up an new server system for our computers. Students, staff, families and our business partners are to be commended for their support and service during the most trying of times.

The coordination and training of the new reading program has been fully implemented. We are pleased to provide reading instruction with one core curriculum. However, we are also using other reading interventions for struggling and reluctant readers. These include Soar to Success, Reading Mastery and the East High/America Reads Tutors. The East High program involves over 60 East High students taking a one credit class at East, training through America Reads here at Russian Jack and providing a 1:1 tutor for children in reading daily for 45 minutes.

Discipline continues to be a area of focus for our school. With our consistent discipline policy we have seen significant declines in office referrals and suspensions. An example of this is that in September of 1997 we had 240 office referrals. In 1998 we had 52 office referrals and in 1999 we had 43 office referrals.

We look forward to next school year beginning whole and united as well as settled.

Russian Jack School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
371	89%	90	1	35

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
347.2	373.2	93.0%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	17.6	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	8.5	Teacher Assistants/Aides	1.0
Music Teachers	1.0	Interpreter	3.0
Art Teachers	.5	Clerical Support Staff	1.625
Physical Education Teachers	1.0	Custodians	2.5
Nurses	.6		

Special Programs: Alaska State School for the Deaf and Hard of Hearing, Bilingual Education, Breakfast program, Computer lab, Full-Day Kindergarten, Indian Ed., Migrant Education, Resolving Conflict Creatively (RCCP), Title I

Russian Jack School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
141	82	87	33	25	3	230
38%	22%	23%	8%	6%	0%	61%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	374	227	61%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
371	50	42	53	59	204	55.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	113	43	92	36	173	3	460
% in One Sch.	61.06%	67.44%	68.48%	47.22%	74.57%	66.67%	67.17%
% in Same Sch.	52.21%	48.84%	66.30%	50.00%	53.76%	0.00%	54.78%

Russian Jack School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	25	40	40	24
	No.	60	50	57	37
Reading Comprehension	%ile	31	46	37	28
	No.	60	50	57	38
Total Reading	**%ile**	**26**	**43**	**39**	**25**
	No.	60	50	57	37
Language Mechanics	%ile	19	53	52	37
	No.	61	50	57	38
Language Expression	%ile	21	33	46	37
	No.	61	50	57	39
Total Language	**%ile**	**18**	**40**	**47**	**37**
	No.	61	50	57	38
Math Computation	%ile	26	69	40	52
	No.	60	50	57	39
Math Concepts and Applications	%ile	33	50	43	39
	No.	56	50	57	39
Total Mathematics	**%ile**	**29**	**60**	**41**	**44**
	No.	56	50	57	39
Total Battery	**%ile**	**22**	**46**	**42**	**33**
	No.	55	50	57	37
Word Analysis	%ile	20			
	No.	61			
Study Skills	%ile		54	39	25
	No.		50	57	38
Spelling	%ile	23	44	39	28
	No.	61	50	57	38
Science	%ile	32	49	33	21
	No.	61	50	57	38
Social Studies	%ile	31	40	46	26
	No.	61	50	57	38

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	43	49	34	44	40
4	Total Lang. Arts	40	47	38	45	42
4	Total Mathematics	60	55	38	53	38
6	Total Reading	25	29	38	45	38
6	Total Lang. Arts	37	36	39	46	48
6	Total Mathematics	44	29	40	37	39

Russian Jack School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	60	61	101	0	0	0
4	51	50	98	0	0	1
5	55	57	103	0	0	0
6	39	39	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	29	20.7	37.9	41.4	34	42*
	Lang. Arts	29	24.1	31.0	44.8	32	40
	Math	29	6.9	27.6	65.5	38	63*
5	Reading	34	26.5	35.3	38.2	49	48
	Lang. Arts	35	31.4	28.6	40.0	53	56
	Math	35	40.0	25.7	34.3	54	49
6	Reading	22	27.3	40.9	31.8	37	36
	Lang. Arts	23	17.4	56.5	26.1	46	48
	Math	24	8.3	50.0	41.7	44	56*

* Indicates Significant Difference in Means at .05 level.

Table 45

Sand Lake School Overview

Statement of Program

Sand Lake Elementary School is a K-6 grade neighborhood school that includes a school within a school Japanese language partial immersion program. The school is organized to provide a comprehensive educational program to all students regardless of their abilities or needs. A structured, sequential curriculum forms the basis of our instructional program.

The goals of the instructional program are to provide students with the opportunity to develop abilities to: read with understanding, write legibly, fluently, and with correct grammar; solve mathematics problems with speed and accuracy; spell correctly, plan, think and complete assigned tasks; develop good work habits; respect authority, honor our country; recognize and appreciate beauty in art and music and develop a commitment to self-improvement, positive decision making and problem solving, life long learning, a broad world view and an optimistic approach to the future.

The school offers the following special programs: speech/language therapy, special education, physical therapy, occupational therapy, adaptive physical education, and bilingual instruction for students who qualify for these services. These services are provided in the least restrictive environment for each student as designed in the individual educational plan (IEP). The Japanese language immersion program serves students in grades 1-6, whose parents elect for them to be in the program. The school has a comprehensive Community School program which offers learning opportunities from preschool through adult from September through June.

SCHOOL GOALS

Goal	Level of Achievement
Implement activities related to "Peace", "Banish Cabin fever", and "Community".	Attained
Improve reading.	Attained
Improve spelling.	Attained
Improve basic math skills.	Attained

BUDGET*

1998-99 Expenditures	$1,914,411
1999-00 Budgeted Amount	$1,954,434
2000-01 Adopted Budget	$1,960,272

*Dollars budgeted or expended are general fund only.

Sand Lake School Overview

School Report Card Statement

Sand Lake **Janice Coulter**

We enjoyed a wonderful year at Sand Lake Elementary and had success in achieving our school goals in reading, spelling and math. This included our work with reading and the Accelerated Reader Program which has continued to grow at Sand Lake. In reading we followed our School Wide reading plan to carefully track the progress of our reluctant readers.

This year we focused on staff collaboration towards implementing the standards based curriculum. We spent many hours discussing the best methods for implementing this instruction.

We worked on our second year of implementing Kagan Cooperative Structures to increase active student engagement in learning. This method insures that each child is accountable for learning what is being taught. Staff training was accomplished with a Structure of the Month class held at the school. Additionally, the utilization of these structures enabled teachers to monitor student understanding of concepts being taught/learned and increased the sense of community as students learned more about each other as they worked together.

As staff we also participated in training for 6 Trait Writing. We took a class with teachers from Chinook to learn this nationally recognized program.

In the areas of Art, Music, and PE we had notable accomplishments throughout the year. Students from our school had their art displayed around town, several musical plays and performances were given and we had the highest number of Presidential Awards in PE than we have previously earned.

Parents are very active at Sand Lake. We had the benefit of the work done by parents in the PTA, SLIAC, and JEEF groups. Students have been enriched with field trips, programs, assemblies and material provided with the help of parent work. Three family nights were co sponsored by parent groups- Family Reading, Family Math, and an Ice Cream Social. Additionally, many hours of volunteer help is added to classrooms through parent help. We boast a 99.9% parent teacher conference rate.

Our school has the honor of working with several business partnerships. These partnerships supported our efforts throughout the school year. Tastee Freez provided ice cream and incentives. National Bank of Alaska helped with student banking and incentives, northwest Airlines provided travel tickets and support, GCI provided web page support and ITC provided a variety of services.

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Sand Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
580	115%	93	34	24

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
552.2	580.6	95.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	9	-
Intermediate	3	5	1
Combination	1	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	25	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	3.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	.9		

Special Programs: Community School, partial Japanese Immersion, Computer Labs

Sand Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
407	31	50	75	16	0	172
70%	5%	7%	12%	2%	0%	29%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	585	65	13%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	0	0	0	1
Percent Not Promoted	0%	0%	1.3%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
580	27	25	15	24	91	15.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	59	77	33	17	433	0	619
% in One Sch.	74.58%	93.51%	84.85%	58.82%	90.30%	0.00%	88.05%
% in Same Sch.	59.32%	71.43%	75.76%	58.82%	74.36%	0.00%	72.21%

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Sand Lake School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	76	63	56
	No.	77	73	84	88
Reading Comprehension	%ile	62	74	67	63
	No.	77	73	84	88
Total Reading	**%ile**	**62**	**77**	**68**	**60**
	No.	77	73	84	88
Language Mechanics	%ile	51	72	76	77
	No.	77	73	84	88
Language Expression	%ile	62	75	74	66
	No.	77	73	84	88
Total Language	**%ile**	**57**	**75**	**77**	**72**
	No.	77	73	84	88
Math Computation	%ile	69	93	73	78
	No.	77	73	84	88
Math Concepts and Applications	%ile	73	89	74	79
	No.	77	73	84	87
Total Mathematics	**%ile**	**74**	**93**	**75**	**79**
	No.	77	73	84	87
Total Battery	**%ile**	**66**	**85**	**76**	**73**
	No.	77	73	84	87
Word Analysis	%ile	54			
	No.	77			
Study Skills	%ile		77	66	60
	No.		73	84	87
Spelling	%ile	47	66	65	52
	No.	77	73	84	88
Science	%ile	67	76	54	57
	No.	77	73	84	87
Social Studies	%ile	70	78	76	58
	No.	77	73	84	87

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	77	70	65	72	71
4	Total Lang. Arts	75	74	65	70	66
4	Total Mathematics	93	90	79	86	80
6	Total Reading	60	73	57	75	59
6	Total Lang. Arts	72	83	70	80	64
6	Total Mathematics	79	83	78	83	70

Sand Lake School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	79	77	97	0	1	1
4	74	73	98	0	0	1
5	85	84	98	0	0	1
6	90	88	97	1	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	68	20.6	48.5	30.9	72	75
	Lang. Arts	68	32.4	22.1	45.6	68	73
	Math	68	8.8	27.9	63.2	82	93*
5	Reading	75	29.3	38.7	32.0	69	70
	Lang. Arts	75	16.0	48.0	36.0	74	80*
	Math	75	64.0	25.3	10.7	91	79*
6	Reading	70	34.3	41.4	24.3	62	60
	Lang. Arts	70	20.0	38.6	41.4	69	75*
	Math	70	8.6	48.6	42.9	69	79*

* Indicates Significant Difference in Means at .05 level.

Table 46

Scenic Park School Overview

Statement of Program

Scenic Park Elementary School provides a K-6 program. The instructional staff includes a full inclusion model of resource teachers working in classrooms, a librarian, and a physical education teacher. The program for all students emphasizes basic academic skills plus art, music, and some after school activities.

Scenic Park provides a half-day kindergarten program, gifted services for those students who qualify, a multiage program is offered in a first through third grade classroom and an intermediate class of fourth and fifth grade students. There is a high level of parent involvement in the school's programs.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve spelling.	Partially Attained
Improve reading achievement/habits.	Attained

BUDGET*	
1998-99 Expenditures	$1,742,590
1999-00 Budgeted Amount	$1,851,184
2000-01 Adopted Budget	$1,857,022

*Dollars budgeted or expended are general fund only.

Scenic Park School Overview

School Report Card Statement

Scenic Park **Beverly Pruitt**

The following is a brief summary of some of the activities done to achieve our school goals this year.

Reading Goal
To facilitate individual student growth in reading abilities and promote the life long joy of reading for all students.

Assessment
Reading diagnostic tests were given to 1st through 6th grades. These reading scores were used by the teachers to diagnose student strength and weakness.

Formal tests given include: Benchmark Leveled books, San Diego Word List, Miscue Analysis, Durrell, Spelling & Writing Benchmarks, California Achievement Tests, and Curriculum Based Measurement for Reading Fluency.

Informal assessment includes: observing students read, anecdotal data, running records and retellings.

Reading Attitude surveys given in September and May.

Scenic Park teachers developed a reading test record which will be kept in student portfolios. This will help teachers view your child's needs and growth from year to year.

Reading Enrichment
Eagle Readers was an enrichment incentive program developed and used by the staff this year. Research states that the more a child reads the better reader they will become.

Primary students record Eagle minutes on calendars. Intermediate students have enrichment reading as part of their reading grade.

Eagle Readers are listed monthly in a newsletter. Articles suggesting good reading tips for parents are sent home at the 1st of every month.

Monthly Reading Assemblies began in January. Teachers, students and parents read to the entire assembly. Students reaching their goals are recognized.

Mary Spears of PTA collected Blizzards for the classes that had read 2000 minutes by December 30th.
The reading enrichment committee is planning a celebration activity for students who have met their 2000 goal by the celebration in May.
Mr. Beard and Mrs. Vogler made a 2000 poster for the halls to chart how much students were reading.

Read-Ins were held building-wide on October 28th, January 14th, March 6th and May 26th.

Purchased Accelerated Reader a motivational computerized reading program.

Other Activities
Teachers swapped classes once a month to read to different classes.

Riddles on the AM announcements for students to solve.

District reading training was provided to all 3rd gr. teachers.

School Report Card Statement continued on the next page.

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School Report Card Statement (cont'd)

$3985 was spent at the grades K-3 to purchase more reading materials. This was district money mandated by the school board to be used to purchase reading materials.

Battle of the Books student teams

Two teachers piloted a reading intervention kit at 1st and 5th grade. School money was used to purchase additional kits at each primary grade level.

"Book" It Enrichment Program

All teachers made reading a priority. Teachers met weekly in groups and monthly by grade levels to work on improving instruction

Teachers identified struggling readers and reading interventions to use with them to help them become better readers.

Spelling Goal
To improve student spelling.

A Spelling Bee was held for grades 3-6. This was our third year for this activity to be reinstated. A trophy was given to the winner. The winner's name will be put on a plaque to be provided by PTA.

Spelling Benchmark tests were given quarterly. They were graded and shared with parents. These tests are graphed each quarter and shared at grade levels to help staff monitor student progress.

Articles on spelling instruction and spelling tips were shared at faculty meetings. Spelling patterns were emphasized as beneficial framework for student learning.

Teachers shared different approaches to teaching spelling including innovating activities to use in the classroom.

Teachers were inserviced on word walls and word list activities.

Spelling Resource books were ordered for all students and will be used next year.

Teachers did their alternative model using Spaulding phonics to teach Spelling to at risk readers.

Scenic Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
553	101%	92	14	38

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
511.5	544.4	93.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	6	4	-
Intermediate	-	8	-
Combination	1	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.62
Classroom Teachers	22.5	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.8		
Physical Education Teachers	1.3		
Nurses	1.0		
Special Programs:			

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Scenic Park School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
344	71	68	39	31	0	209
62%	12%	11%	6%	5%	0%	37%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	539	111	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.2%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
553	46	40	50	38	174	31.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	88	40	85	33	375	1	622
% in One Sch.	60.23%	90.00%	69.41%	75.76%	83.73%	0.00%	78.30%
% in Same Sch.	51.14%	70.00%	52.94%	78.79%	64.00%	0.00%	61.74%

Scenic Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	62	58	46	50
	No.	75	72	76	88
Reading Comprehension	%ile	69	63	50	67
	No.	75	72	76	88
Total Reading	**%ile**	**67**	**62**	**49**	**61**
	No.	75	72	76	88
Language Mechanics	%ile	56	61	66	69
	No.	75	71	75	88
Language Expression	%ile	65	55	55	55
	No.	75	70	75	88
Total Language	**%ile**	**62**	**57**	**60**	**63**
	No.	75	70	75	88
Math Computation	%ile	75	77	56	67
	No.	75	70	76	88
Math Concepts and Applications	%ile	71	72	54	70
	No.	75	70	76	87
Total Mathematics	**%ile**	**75**	**76**	**55**	**69**
	No.	75	70	76	87
Total Battery	**%ile**	**69**	**66**	**56**	**66**
	No.	75	70	74	87
Word Analysis	%ile	57			
	No.	75			
Study Skills	%ile		71	47	54
	No.		69	76	88
Spelling	%ile	60	61	49	44
	No.	75	72	76	88
Science	%ile	60	64	41	51
	No.	75	69	76	87
Social Studies	%ile	61	56	56	56
	No.	75	69	76	87

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	62	56	73	69	70
4	Total Lang. Arts	57	56	74	69	62
4	Total Mathematics	76	63	74	71	65
6	Total Reading	61	52	58	59	67
6	Total Lang. Arts	63	66	67	65	75
6	Total Mathematics	69	63	72	72	76

Scenic Park School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	77	75	97	0	0	2
4	74	72	97	0	2	0
5	78	76	97	0	0	2
6	88	88	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	54	27.8	37.0	35.2	62	67
	Lang. Arts	54	18.5	24.1	57.4	48	62*
	Math	54	11.1	16.7	72.2	55	81*
5	Reading	53	30.2	43.4	26.4	52	50
	Lang. Arts	53	18.9	35.8	45.3	57	64*
	Math	54	33.3	31.5	35.2	60	63
6	Reading	69	26.1	36.2	37.7	65	67
	Lang. Arts	67	44.8	34.3	20.9	78	72
	Math	69	21.7	36.2	42.0	69	73

* Indicates Significant Difference in Means at .05 level.

Table 47

Spring Hill School Overview

Statement of Program

Spring Hill Elementary School provides a complete K-6 educational program. The instructional staff includes a physical education teacher, music teacher, art teacher, special education teachers, teacher assistants, speech teacher, bilingual tutors, librarian, and a nurse. A teacher is available for gifted students who qualify.

Spring Hill offers students in our community an instructional program within the curriculum adopted by the Anchorage School Board. Emphasis is placed on development of the whole child.

We are dedicated to providing an atmosphere in which students achieve academically, develop self-discipline, utilize decision making abilities, and exercise good interpersonal skills. Our goal is to make students and parents active participants in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Improve written language, including spelling.	Attained
Align integrated thematic units with standards.	Attained

BUDGET*

1998-99 Expenditures	$1,939,939
1999-00 Budgeted Amount	$1,803,614
2000-01 Adopted Budget	$1,810,911

*Dollars budgeted or expended are general fund only.

Spring Hill School Overview

School Report Card Statement

Spring Hill Elementary School **Barbara Nagengast**

The 1999-2000 school year at Spring Hill was a successful one. Two school goals were established and significant progress was made in both areas: 1) the area of spelling in the context of writing and 2) increasing teacher, student ,and parent awareness of standards-based instruction.

Timed student writing samples were taken in both the Fall and the Spring. The writing samples were analyzed for both the number of words written and the number of spelling errors. Student fluency (the number of words written) increased dramatically across the grade levels. The complexity of thought and word choice improved. With the increase in the number of words, there was also an increase in the level of the vocabulary that students included in their writing. As teachers analyzed the total writing in the Spring, they expressed delight at the improvement. Spelling in the context of the writing did not improve significantly, but the errors were in more difficult words.

With the implementation of Benchmark exams and the HSGQE, teachers spent much time this year looking at the ASD performance standards and analyzing their lessons. This was to determine if they were teaching what was expected by the state and the district in order to prepare students to meet the new standards. Teachers began meeting even before school opened to determine a plan of action for the year. They analyzed one complete unit of instruction each quarter and developed additional materials to support standards-based instruction for their students. The quality of materials developed was outstanding, and the focus on best practices in instruction evidenced a high level of professionalism. In addition, information regarding standards and benchmark exams was shared with parents in an evening session.

School report card surveys from both parents and students indicated a high level of satisfaction with Spring Hill teachers. Their successful efforts in these two goal areas as well as their high level of professionalism is clearly recognized by the community.

Spring Hill School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
525	109%	97	14	54

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
488.6	519.7	94.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	6	-
Intermediate	-	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.0
Classroom Teachers	22.5	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	5.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.0		
Nurses	1.0		
Special Programs:			

Spring Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
324	37	85	42	37	0	201
61%	7%	15%	7%	7%	0%	38%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	517	118	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	4	1	0	3	0	0	8
Percent Not Promoted	0%	5.6%	1.5%	0%	3.4%	0%	0%	1.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
525	43	41	37	27	148	28.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	99	50	50	39	357	0	595
% in One Sch.	77.78%	82.00%	64.00%	76.92%	81.23%	0.00%	78.99%
% in Same Sch.	65.66%	52.00%	56.00%	61.54%	69.75%	0.00%	65.88%

Spring Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	62	61	60	56
	No.	72	83	82	82
Reading Comprehension	%ile	64	61	63	69
	No.	72	83	82	82
Total Reading	**%ile**	**64**	**63**	**64**	**64**
	No.	72	83	82	82
Language Mechanics	%ile	43	54	78	72
	No.	73	83	82	81
Language Expression	%ile	52	55	71	65
	No.	73	83	82	82
Total Language	**%ile**	**48**	**55**	**76**	**69**
	No.	73	83	82	81
Math Computation	%ile	60	42	68	60
	No.	71	83	82	82
Math Concepts and Applications	%ile	61	61	74	71
	No.	72	83	82	82
Total Mathematics	**%ile**	**63**	**53**	**74**	**65**
	No.	71	83	82	82
Total Battery	**%ile**	**60**	**57**	**75**	**68**
	No.	71	83	82	81
Word Analysis	%ile	51			
	No.	72			
Study Skills	%ile		64	66	68
	No.		82	82	80
Spelling	%ile	50	55	63	56
	No.	73	83	82	82
Science	%ile	60	58	55	56
	No.	72	82	81	80
Social Studies	%ile	56	53	75	58
	No.	71	82	81	80

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	62	59	64	62	64
4	Total Lang. Arts	55	65	60	62	57
4	Total Mathematics	53	70	55	69	69
6	Total Reading	64	59	60	51	65
6	Total Lang. Arts	69	63	60	65	64
6	Total Mathematics	65	67	61	63	72

Spring Hill School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	77	73	94	1	1	2
4	86	83	96	0	3	0
5	84	82	97	0	0	2
6	83	82	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	57	35.1	36.8	28.1	64	64
	Lang. Arts	57	15.8	21.1	63.2	41	60*
	Math	57	42.1	31.6	26.3	60	53
5	Reading	64	20.3	39.1	40.6	62	68*
	Lang. Arts	64	6.3	34.4	59.4	68	82*
	Math	64	23.4	39.1	37.5	72	77*
6	Reading	65	23.1	38.5	38.5	63	68
	Lang. Arts	65	30.8	44.6	24.6	69	72
	Math	65	12.3	35.4	52.3	57	70*

* Indicates Significant Difference in Means at .05 level.

Table 48

Susitna School Overview

Statement of Program

Susitna Elementary School provides a range of instructional options for K-6 students: Neighborhood Program, Open Optional Alternative Program, and several multiage primary classrooms. In addition to classroom teachers, the school also has music, art, physical education teachers, librarian, nurse, and bilingual tutor. Itinerant teachers include psychology, speech, Indian Education, OT/PT, and band and orchestra. Many parent volunteers supplement the instructional program on a regular basis. The school shares a community school with Chester Valley Elementary School.

Our school Mission Statement, developed as a part of our schoolwide school improvement project for school accreditation by the Northwest Association of Schools and Colleges, is "Susitna Elementary School—a diverse community committed to the success of all learners as they become knowledgeable, responsible, and caring citizens." Our planning and goal setting is tied closely to this mission statement.

Susitna recognizes that a school program needs the support of the community. Therefore, parents and other citizens are encouraged to participate fully in the educational process and to express their views about the school and its programs.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling.	Attained
Improve reading fluency.	Attained

BUDGET*

1998-99 Expenditures	$2,099,056
1999-00 Budgeted Amount	$1,838,381
2000-01 Adopted Budget	$,1943,463

*Dollars budgeted or expended are general fund only.

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Susitna School Overview

School Report Card Statement

Susitna Elementary School **Mary Johnstone**

We continue to work on goals established through our accreditation process, but are increasing our focus on state and district standards and goals.

Our students have benefited from the considerable resources and training provided our primary teachers in the area of reading instruction this past year. Instruction has been well supported with materials purchased for enhancement of the reading program. Teachers continue to be supportive of the site-based assessment we've used for the past several years and believe it gives us good information about student progress. We continue to use student portfolios school-wide to chart student achievement and growth. These are passed down each year to new teachers. We're looking forward to finding out in the fall how our students performed on the state benchmark tests.

On-site credit courses this year have included Kagan's cooperative learning, which we were able to support with a district grant, and which utilized a peer coaching component. Again this year we were able to offer a technology issues class on site for teachers.

Technology continues to be a priority for our school, and with the acquisition of 43 leased iMac computers, we were able to change our computer lab over to a mostly iMac lab, while moving many more computers into classrooms. Teachers and students are moving steadily along the continuum of technology literacy.

With our enrollment up to 566 by the end of the year, and with the new construction in our immediate area, it appears that Susitna may again be growing in enrollment. We were pleased to offer full-day kindergarten in our neighborhood program this year, and look forward to being able to offer the same program to our Optional kindergartners next year.

Susitna School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
549	116%	119	10	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
527.0	558.1	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	8	-
Intermediate	-	6	-
Combination	-	7	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	23.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education	.5
Speech Language Specialist	1.0	Clerical Support Staff	1.8
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.55		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Multiage, Open Optional, Computer Lab, Indian Ed., Bilingual

Susitna School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
341	55	106	31	16	0	208
62%	10%	18%	4%	2%	0%	37%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	560	172	31%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
549	56	36	28	40	160	29.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	129	35	64	19	373	0	620
% in One Sch.	75.97%	85.71%	75.00%	78.95%	83.65%	0.00%	81.13%
% in Same Sch.	58.91%	62.86%	53.13%	42.11%	66.49%	0.00%	62.58%

Susitna School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	54	57	51	44
	No.	88	76	81	83
Reading Comprehension	%ile	65	54	54	59
	No.	87	76	82	83
Total Reading	**%ile**	**61**	**56**	**54**	**51**
	No.	87	76	81	83
Language Mechanics	%ile	45	48	62	60
	No.	87	76	82	82
Language Expression	%ile	61	49	56	60
	No.	88	76	82	82
Total Language	**%ile**	**55**	**49**	**60**	**60**
	No.	87	76	82	82
Math Computation	%ile	53	50	54	60
	No.	88	76	82	83
Math Concepts and Applications	%ile	63	60	59	70
	No.	87	75	82	83
Total Mathematics	**%ile**	**61**	**55**	**57**	**64**
	No.	87	75	82	83
Total Battery	**%ile**	**60**	**54**	**59**	**60**
	No.	86	75	81	82
Word Analysis	%ile	46			
	No.	87			
Study Skills	%ile		63	54	55
	No.		76	82	83
Spelling	%ile	48	52	51	41
	No.	88	76	82	83
Science	%ile	60	56	48	53
	No.	88	76	82	83
Social Studies	%ile	58	46	63	57
	No.	87	76	82	83

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	56	51	68	55	60
4	Total Lang. Arts	59	48	60	48	56
4	Total Mathematics	55	56	67	49	48
6	Total Reading	51	56	57	62	69
6	Total Lang. Arts	60	60	71	62	73
6	Total Mathematics	64	59	74	68	66

Susitna School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	87	88	101	0	0	0
4	78	76	97	0	0	2
5	81	82	101	0	0	0
6	85	83	97	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	58	25.9	32.8	41.4	57	61
	Lang. Arts	59	16.9	37.3	45.8	38	52*
	Math	59	25.4	37.3	37.3	54	61
5	Reading	63	23.8	47.6	28.6	56	57
	Lang. Arts	63	19.0	52.4	28.6	53	58
	Math	63	36.5	31.7	31.7	60	57
6	Reading	62	29.0	35.5	35.5	53	55
	Lang. Arts	63	23.8	46.0	30.2	58	62
	Math	63	17.5	38.1	44.4	59	67*

* Indicates Significant Difference in Means at .05 level.

Table 49

Taku School Overview

Statement of Program

Taku Elementary provides a complete K-6 program of instruction.

The school serves a geographic area surrounded by businesses and small industry. Students attend Taku from other attendance areas in order to participate in the Slingerland program or to attend one of several large daycare centers within its boundaries.

Taku gives high priority to matching learning activities to the particular needs of its student body. Therefore, materials, supplies and personnel must be varied to satisfy the needs of many levels of learning encountered on a daily basis. The school, in addition to helping children learn and grow in academics, also deems it a major purpose to help students to learn and to acquire personal citizenship skills that will help them live, work, and interact in the social setting throughout the school day/year.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading.	Attained
Improve spelling.	Attained
Improve writing.	Attained

BUDGET*

1998-99 Expenditures	$1,482,349
1999-00 Budgeted Amount	$1,384,457
2000-01 Adopted Budget	$1,467,151

*Dollars budgeted or expended are general fund only.

Taku School Overview

School Report Card Statement

Taku Elementary School **Karlyn Daenzer**

I was extremely pleased with the emphasis that my staff put on reading, spelling and writing this year. They identified students who were at risk and provided them with a variety of programs/efforts in order to gain skills. They also focused on making sure each child was given a chance to improve his/her skills in these areas. The test results indicated that these efforts paid off and a majority of students increased skills in all areas to some extent. They have used and will continue to use the results to change and improve the materials and programs they use to increase skills.

Parents and the community were pleased with the goals and felt they had been obtained. Their surveys indicate that the majority of them are pleased with their child's school experience. They have a desire to include Math into the goals for the upcoming year.

The students are pleased with their school experience and feel safe at school.

The staff is generally pleased with the school and its programs although they would like better behaved students and more support from parents. They feel safe at school and are satisfied with their jobs.

We will continue to emphasize Reading, Writing, Spelling and Math as we plan for next year and strive to provide the best educational experience for our students.

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Taku School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
403	106%	64	14	42

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
364.3	395.2	92.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	6	-
Intermediate	-	6	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	17.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.9		
Nurses	.7		

Special Programs: Title I, Computer Labs, Breakfast Program, Slingerland

Taku School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
254	44	48	29	28	0	149
63%	10%	11%	6%	6%	0%	36%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	404	183	45%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
403	45	38	33	53	169	41.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	52	37	55	29	296	1	470
% in One Sch.	73.08%	72.97%	69.09%	75.86%	72.97%	0.00%	72.55%
% in Same Sch.	48.08%	40.54%	38.18%	58.62%	50.68%	0.00%	48.51%

Taku School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	50	50	48	46
	No.	52	51	50	56
Reading Comprehension	%ile	50	50	43	57
	No.	52	51	50	56
Total Reading	**%ile**	**50**	**49**	**47**	**52**
	No.	52	51	50	56
Language Mechanics	%ile	41	45	68	62
	No.	53	51	50	56
Language Expression	%ile	41	48	55	63
	No.	53	51	50	56
Total Language	**%ile**	**40**	**45**	**63**	**63**
	No.	53	51	50	56
Math Computation	%ile	45	63	64	77
	No.	53	50	50	55
Math Concepts and Applications	%ile	50	63	65	68
	No.	53	50	50	55
Total Mathematics	**%ile**	**49**	**63**	**67**	**73**
	No.	53	49	50	55
Total Battery	**%ile**	**46**	**53**	**60**	**64**
	No.	52	49	50	55
Word Analysis	%ile	40			
	No.	51			
Study Skills	%ile		56	57	58
	No.		51	49	56
Spelling	%ile	38	53	52	46
	No.	52	50	50	56
Science	%ile	50	51	45	49
	No.	53	51	49	56
Social Studies	%ile	49	52	57	57
	No.	53	51	49	56

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	49	52	53	50	35
4	Total Lang. Arts	43	46	47	42	27
4	Total Mathematics	63	55	60	56	35
6	Total Reading	52	51	50	33	55
6	Total Lang. Arts	63	57	55	51	67
6	Total Mathematics	73	65	61	56	65

Taku School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed Excluded	Number Other** Excluded
3	56	53	94	0	1	2
4	53	51	96	1	0	1
5	53	50	94	0	0	3
6	58	56	96	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	32	34.4	46.9	18.8	60	55
	Lang. Arts	32	37.5	18.8	43.8	50	52
	Math	32	25.0	28.1	46.9	63	72
5	Reading	31	35.5	41.9	22.6	57	53
	Lang. Arts	31	9.7	25.8	64.5	46	67*
	Math	31	6.5	35.5	58.1	60	77*
6	Reading	34	41.2	41.2	17.6	66	56*
	Lang. Arts	34	47.1	35.3	17.6	78	69*
	Math	34	29.4	32.4	38.2	73	75

* Indicates Significant Difference in Means at .05 level.

Table 50

Tudor School Overview

Statement of Program

Tudor Elementary School offers a K-6 educational program designed to meet the academic and social needs of every student within the Tudor Community. Our programs have been developed upon an inclusionary philosophy. Simply stated, every child belongs and should be educated to the greatest extent within the regular classroom. These programs are supported by a diverse staff of dedicated teachers and support personnel. In order to meet the individual needs of our students, services are available in Slingerland instruction, special education, speech, gifted, and bilingual services. Additional support is provided through a strong community school program and parent volunteers.

SCHOOL GOALS	
Goal	**Level of Achievement**
Provide positive school climate.	Partially Attained
Develop computer/technology skills.	Attained
Improve written language, including spelling and mechanics.	Partially Attained
Align curriculum and strategies with standards.	Partially Attained

BUDGET*	
1998-99 Expenditures	$1,753,091
1999-00 Budgeted Amount	$1,838,741
2000-01 Adopted Budget	$1,942,364

*Dollars budgeted or expended are general fund only.

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Tudor School Overview

School Report Card Statement

Tudor Elementary School **Susanne Lange**

The 1999-2000 school year has been an exciting one at Tudor. A dedicated staff, community schools program and loyal parent volunteers support the students at Tudor Elementary. We offer our students various programs: Full-day Kindergarten, Bilingual, Special Education, Enrichment Gifted and Slingerland. Numerous activities and learning opportunities were encouraged for our students. These activities were designed to increase student academic achievement.

- "Drop Everything and Write Days": To reinforce the importance of writing across the curriculum and support our Writing Goal, the students learned about Six Trait Writing Model. Throughout the year, school wide writing prompts occurred with students writing on various topics, for example: "The Magic Potion", "Traditions", "Peace", "Uniquely Alaska", and "Spring". These student writings were scored for the Six Traits (Ideas, Conventions, Organization, Sentence Fluency, Word Choice and Voice) using grade appropriate rubrics. I enjoyed reading and making comments on many of the students' final writings.

- Kagan Cooperative Learning: To increase student engagement in learning, the teachers at Tudor completed a university graduate course in Cooperative Learning. Throughout the year, the teachers learned how to incorporate cooperative learning structures into their lessons. Positive outcomes have occurred through this effort, students have learned how to cooperatively work together in teams to solve problems and learn.

- The PTA supported the school by sponsoring the Geography Bee, Knights of the Math Table, Spelling Bee, Recreational Reading Program, Author visits, School Store, 6th Grade Celebration, and Technology. Without our dedicated parents many of these activities would not have occurred.

- Technology: Tudor was fortunate to receive 45 new iMac computers this year through the ASD lease. Now every K-6 classroom has one new iMac computer and the computer lab has 28 new computers. Through our Technology grant, two teachers were trained as Mentor Technology teachers. These teachers supported the whole staff in this area by providing after school inservice trainings, called "Tech Talks". Our students are thrilled with the new computer lab.

- Reading: Tudor purchased additional reading materials to supplement the basal readers and support the emergent, struggling readers in Grades K-3. A reading plan also targeted these students to help develop them into more proficient readers. The teachers, to support small group instruction have used these reading materials.

- Math: This year, six students representing Tudor placed second in the annual 5th and 6th grade Math Derby. The Everyday Math program has benefited our students. CAT Test scores in this area have risen as a result of implementing this program.

- School Climate: We are continuing our goal of providing a safe, peaceful environment for our students. Tudor's students participate in Project Achieve, Social Skill Training and RCCP. This spring, selected staff and parents participated in the RCCP (Resolving Conflict Creatively Program) Mediator training. Next fall, we hope to train student mediators for playground support. Our annual Peace Assembly was held at the end of May. It was refreshing to see our students singing and performing during this assembly. Through our Safe and Drug Free Schools' Grant, we were able to provide for some students counseling sessions and social skill instruction in Anger Management.

- Our Community Schools Program provided numerous enrichment activities for our school this year. They supported the school purchasing new technology equipment, and by holding the school's fall Carnival, Easter Egg Hunt, and Cinco de Mayo activities. Tudor is proud to be one of the schools to participate in recently approved 21st Century Community School Elementary Federal Grant. Our school, students and community will benefit from the programs and student learning activities from this grant.

The staff, parents, and students of Tudor are proud of the successes they have achieved this year. We encourage all the parents to become involved in the lives of their children and support the school. Together we can make a difference for our children!

Tudor School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
517	110%	92	13	78

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
486.5	519.0	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	10	-
Intermediate	-	6	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.1
Classroom Teachers	21.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	5.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Community School, Intensive needs site, Slingerland grades 1-5

Tudor School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
286	56	65	54	55	0	230
55%	10%	11%	9%	10%	0%	44%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	576	215	37%

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	2	1	3	0	3	9
Percent Not Promoted	0%	2.3%	1.4%	3.9%	0%	4.7%	2.0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
517	58	38	49	46	191	36.9%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	92	68	66	64	318	1	609
% in One Sch.	60.87%	69.12%	69.70%	67.19%	82.39%	0.00%	74.55%
% in Same Sch.	42.39%	48.53%	48.48%	53.13%	60.06%	0.00%	54.02%

Tudor School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	55	45	35
	No.	67	74	70	64
Reading Comprehension	%ile	52	57	54	44
	No.	67	74	70	64
Total Reading	**%ile**	**53**	**57**	**50**	**39**
	No.	67	74	70	64
Language Mechanics	%ile	42	48	63	59
	No.	67	74	70	64
Language Expression	%ile	50	50	66	51
	No.	67	73	70	64
Total Language	**%ile**	**46**	**49**	**66**	**54**
	No.	67	73	70	64
Math Computation	%ile	64	60	64	48
	No.	67	74	70	64
Math Concepts and Applications	%ile	67	57	63	56
	No.	67	73	70	64
Total Mathematics	**%ile**	**68**	**60**	**65**	**50**
	No.	67	73	70	64
Total Battery	**%ile**	**56**	**56**	**62**	**47**
	No.	67	72	70	64
Word Analysis	%ile	60			
	No.	67			
Study Skills	%ile		60	53	44
	No.		74	70	64
Spelling	%ile	41	50	44	35
	No.	67	74	70	64
Science	%ile	61	55	46	40
	No.	67	74	70	64
Social Studies	%ile	54	58	64	43
	No.	67	74	70	64

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	57	55	45	59	62
4	Total Lang. Arts	49	51	49	63	49
4	Total Mathematics	60	62	48	70	54
6	Total Reading	39	55	64	49	51
6	Total Lang. Arts	54	64	61	53	53
6	Total Mathematics	50	57	60	48	60

Tudor School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	68	67	98	0	0	1
4	74	74	100	0	0	0
5	71	70	98	0	0	1
6	65	64	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	44	29.5	34.1	36.4	57	60
	Lang. Arts	43	39.5	34.9	25.6	52	47
	Math	44	20.5	45.5	34.1	57	63
5	Reading	49	28.6	42.9	28.6	54	54
	Lang. Arts	49	14.3	36.7	49.0	54	70*
	Math	49	26.5	44.9	28.6	65	67
6	Reading	51	33.3	31.4	35.3	35	39
	Lang. Arts	51	29.4	25.5	45.1	47	53
	Math	51	15.7	39.2	45.1	37	49*

* Indicates Significant Difference in Means at .05 level.

Table 51

Turnagain School Overview

Statement of Program

Turnagain Elementary School provides educational opportunities for K-6 students. The Turnagain educational community believes that all children can learn and be successful in a safe, nurturing environment where a respectful relationship exists between staff, students, and parents. We are dedicated to improving student achievement and to providing opportunities for students to acquire strategies and coping skills that foster good citizenship and life-long learning. Students experience a wide variety of stimulating and challenging educational experiences with emphasis placed on the acquisition of skills through a variety of teaching styles. We support a holistic curriculum that recognizes individual needs and is developmentally appropriate. Our goal is that all students will become literate, independent, positive, and respectful citizens who take pride in themselves and their community.

SCHOOL GOALS

Goal	Level of Achievement
Improve written language, including spelling.	Partially Attained
Align curriculum and strategies with standards. Inform community of standards.	Attained

BUDGET*

1998-99 Expenditures	$1,387,219
1999-00 Budgeted Amount	$1,469,382
2000-01 Adopted Budget	$1,473,761

*Dollars budgeted or expended are general fund only.

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Turnagain School Overview

School Report Card Statement

Turnagain Elementary School **Mary Gilbert**

In this first year of implementation of Alaska Standards for Education, our focus was on assisting teachers as well as working with parents to help them understand the direction that the State of Alaska is taking with the Benchmark examinations and Standards for Education. To that end, we had continual discussions at PTA meetings, staff meetings and also with the students on standards. It is felt that we had a good start, but that continual training on an ongoing basis is necessary.

One area that we feel was particularly successful was with our recreational reading program. An idea came from a member of our PTA in which we created the opportunity for students to travel on an imaginary trip across the country based upon the number of minutes they read. This was tied into an incentive program which gave students immediate rewards for their efforts. This program was very well received by all the students. We are hoping to continue this program again next year.

Parents at Turnagain continue to be very involved with their children's education and their assistance in and around the school is invaluable. Due to their efforts, many wonderful extra activities were provided to students, i.e. driving for field trips, raising funds for sixth grade camp.

The Turnagain staff and students, along with our parents have worked hard to provide a positive and safe environment here at Turnagain. With the assistance of our Business Partners, Federal Express and the Turnagain United Methodist Church we were able to accomplish many things which might not otherwise have been possible. We are very grateful for all their assistance.

Turnagain is an outstanding school community which is continuously striving to improve itself. We look forward to continued success for our children.

Turnagain School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
393	82%	93	34	74

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
360.0	387.2	92.9%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	2	5	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.875
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.3	Clerical Support Staff	1.625
Music Teachers	9	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	9		
Bilingual Teachers	.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School. Indian Ed., Intensive Needs site. Slingerland for grade 1

Turnagain School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
242	18	52	65	16	0	151
61%	4%	12%	15%	4%	0%	38%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	387	118	35%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
393	35	38	27	20	120	30.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	69	73	19	19	261	3	444
% in One Sch.	63.77%	79.45%	78.95%	84.21%	82.76%	0.00%	78.60%
% in Same Sch.	55.07%	68.49%	57.89%	52.63%	69.35%	0.00%	65.32%

Turnagain School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	62	57	57
	No.	67	61	49	52
Reading Comprehension	%ile	60	54	58	60
	No.	66	61	48	52
Total Reading	**%ile**	**60**	**60**	**60**	**59**
	No.	66	61	48	52
Language Mechanics	%ile	50	52	75	79
	No.	67	61	48	52
Language Expression	%ile	60	54	64	63
	No.	67	61	48	52
Total Language	**%ile**	**56**	**52**	**72**	**75**
	No.	67	61	48	52
Math Computation	%ile	52	64	61	58
	No.	67	61	49	52
Math Concepts and Applications	%ile	53	65	74	72
	No.	67	61	49	52
Total Mathematics	**%ile**	**53**	**66**	**71**	**65**
	No.	67	61	49	52
Total Battery	**%ile**	**58**	**60**	**72**	**68**
	No.	66	61	47	52
Word Analysis	%ile	48			
	No.	67			
Study Skills	%ile		60	60	63
	No.		61	49	52
Spelling	%ile	52	46	55	47
	No.	67	61	48	52
Science	%ile	53	55	50	61
	No.	67	61	49	52
Social Studies	%ile	55	51	64	67
	No.	67	60	49	52

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	60	63	60	76	71
4	Total Lang. Arts	52	62	61	74	65
4	Total Mathematics	66	60	61	87	72
6	Total Reading	59	63	61	66	61
6	Total Lang. Arts	75	78	74	75	66
6	Total Mathematics	65	67	83	80	73

Turnagain School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	69	67	97	0	1	1
4	61	61	100	0	0	0
5	53	49	92	0	1	3
6	53	53	100	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	50	28.0	24.0	48.0	52	62*
	Lang. Arts	50	22.0	36.0	42.0	46	55*
	Math	50	20.0	30.0	50.0	53	68*
5	Reading	35	31.4	42.9	25.7	67	60
	Lang. Arts	36	19.4	27.8	52.8	62	75*
	Math	36	16.7	33.3	50.0	60	72*
6	Reading	43	32.6	41.9	25.6	69	61
	Lang. Arts	43	18.6	37.2	44.2	70	78*
	Math	43	16.3	37.2	46.5	62	71*

* Indicates Significant Difference in Means at .05 level.

Table 52

William Tyson School Overview

Statement of Program

William Tyson Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities. We are committed to providing a safe and peaceful learning environment for everyone. It is our vision that people in our community will become aware that we have many constructive choices for dealing with conflict, develop skills to make those choices, increase respect for our own and others' cultures, learn skills in dealing with bias, and above all, see that we can play a powerful role in creating a more democratic, just and peaceful world.

The school has a reading specialist, math specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a parent resource staff and SMSI trained teachers. We are committed to celebrate our multiculturalism, encourage a Native alternative program and to promote positive self esteem.

The staff at William Tyson is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Partially Attained
Improve spelling achievement.	Partially Attained
Increase parent/community involvement.	Attained
Improve math achievement.	Attained

BUDGET*

1998-99 Expenditures	$1,562,209
1999-00 Budgeted Amount	$1,846,797
2000-01 Adopted Budget	$1,852,636

*Dollars budgeted or expended are general fund only.

William Tyson School Overview

School Report Card Statement

Tyson, William

John Kito

During the Spring of 1999, four school wide goals were established for the 1999-00 school year. The goals were:

1. Improved Reading skills
2. Improved academic achievement for students in grades 3-6 in spelling
3. Increased parent involvement
4. Improved math skills 3-6

The following represents a summary of what we as a school and community accomplished toward obtaining these goal.

1999-2000, we continued with the restructuring of our Reading program with the intention of providing opportunities for all of our students to become independent readers. Tyson staff has been diligent, dedicated and very successful providing Tyson students with this opportunity.

Success For All, is a researched based program developed by Johns Hopkins University that involves specific training for teachers in reading, with many implementation checks throughout the school year. Staff met bi-weekly through the year to discuss strategies, concerns, successes and difficulties. I have never experienced such dedicated individuals working so hard together and achieving so much. The success achieved comes from hard work by all members of our staff. Success For All will continue throughout my tenure and, with the intention to remain a viable component of our school for a much longer time. Research shows that after three years major positive changes occurs in the area of reading with students. If what we have seen this year is any indication, our third year will be very productive. This is the program for William Tyson students, community and parents. Our attendance is consistently over 90%, with absences and tardies being reduced. School wide discipline has been reduced and we are seeing children that are happy, safe and wanting to come to school. Success For All, a dedicated staff, a supportive school district and committed community is providing the basis for all the positive education that is happening at William Tyson School.

Goal #1, Improved reading skills, as a result of re-structuring our reading program, utilizing Success For All, positive climate, increased academic achievement and positive outcomes resulted. Students at William Tyson School experienced and increase of 3% in overall Reading Comprehension. Increasing from 32.25% to 35% this school year.
Goal #2 Spelling gains were significant, in 1999, our CAT rating was 41.25% and in 2000 we rated at the 40.25%.
Goal #3 As determined by our volunteers in the classroom and by attendance at our volunteer luncheon, our goal was reached, we had an increase of 25% participation.
Goal # 4 Math gains were significant, in 2000, our CAT rating was 41.75% and this current testing results indicate that we scored 44.25%. An increase of 2.5%

The following represents school wide averages in Reading, Spelling and Math totals for the last four years, (third-sixth), from the CAT results.

	READING	SPELLING	MATH
1996-97	26.05%	29.30%	45.00%
1997-98	26.75%	31.00%	38.50%
1998-99	32.25%	41.25%	41.75%
1999-00	30.00%	40.25%	44.25%

I am encouraged by the consistency of scores. We are making a difference and our kids will benefit positively from our efforts. Overall reading scores were down by 2%, but Reading Comprehension is at the 35%.

There will be organizations that will concentrate on single grade levels for year to year comparisons. However, we need to remember that we are looking for school wide gains, and that is what we see happening today.
It is our recommendation that in 2000-2001 we continue with the following goals.

1. Improved Reading skills
2. Improved academic achievement for students in grades 3-6 in Spelling
3. Improved academic achievement for students in grades 3-6 in Math
4. Increase parent/community involvement

William Tyson School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
452	91%	67	3	176

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
418.9	448.8	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	8	-
Intermediate	2	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.5
Classroom Teachers	23.5	Bilingual Tutors	4.0
Librarians	1.0	Speech Tutors	4.0
Special Education Teachers	2.5	Teacher Assistants/Aides	2.0
Music Teachers	1.0	Clerical Support Staff	1.5
Art Teachers	.8	Custodians	3.0
Physical Education Teachers	1.0	Cafeteria Manager	1.0
Bilingual Teachers	1.0		
Counselors	2.0		
Nurses	.8		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Counselors, Slingerland for grade 1, Intensive Needs Site, Computer Labs, Breakfast Program

William Tyson School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
86	78	110	138	40	0	366
19%	17%	23%	29%	8%	0%	80%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	462	403	87%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	1	1
Percent Not Promoted	0%	0%	0%	0%	0%	0%	1.9%	.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
452	67	51	93	71	282	62.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	155	173	94	47	104	0	573
% in One Sch.	50.97%	69.36%	51.06%	61.70%	67.31%	0.00%	60.38%
% in Same Sch.	41.29%	58.38%	46.81%	46.81%	50.00%	0.00%	49.39%

William Tyson School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	30	22	22	24
	No.	52	50	60	51
Reading Comprehension	%ile	35	27	35	40
	No.	52	50	60	50
Total Reading	**%ile**	**32**	**23**	**28**	**32**
	No.	52	50	60	50
Language Mechanics	%ile	22	36	51	60
	No.	52	50	60	49
Language Expression	%ile	19	23	31	37
	No.	52	50	60	51
Total Language	**%ile**	**17**	**26**	**39**	**48**
	No.	52	50	60	49
Math Computation	%ile	36	43	40	53
	No.	52	50	60	51
Math Concepts and Applications	%ile	33	51	47	53
	No.	52	50	60	50
Total Mathematics	**%ile**	**33**	**47**	**43**	**53**
	No.	52	50	60	50
Total Battery	**%ile**	**25**	**30**	**36**	**41**
	No.	52	50	60	49
Word Analysis	%ile	22			
	No.	52			
Study Skills	%ile		29	43	36
	No.		49	60	51
Spelling	%ile	35	39	42	45
	No.	52	50	60	49
Science	%ile	25	32	28	27
	No.	52	50	60	50
Social Studies	%ile	26	31	45	36
	No.	52	50	60	51

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	23	36	35	19	N/A
4	Total Lang. Arts	26	33	41	24	N/A
4	Total Mathematics	47	40	54	39	N/A
6	Total Reading	32	32	29	36	N/A
6	Total Lang. Arts	48	49	38	45	N/A
6	Total Mathematics	53	40	60	64	N/A

William Tyson School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	58	52	89	1	1	4
4	57	50	87	0	5	2
5	66	60	90	5	0	1
6	55	51	92	3	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	26	23.1	46.2	30.8	28	30
	Lang. Arts	26	38.5	19.2	42.3	27	31
	Math	26	3.8	23.1	73.1	23	49*
5	Reading	42	54.8	21.4	23.8	36	26*
	Lang. Arts	42	21.4	26.2	52.4	31	39
	Math	42	26.2	33.3	40.5	41	42
6	Reading	30	33.3	46.7	20.0	45	40
	Lang. Arts	29	20.7	58.6	20.7	60	57
	Math	30	43.3	33.3	23.3	75	66

* Indicates Significant Difference in Means at .05 level.

Table 53

Ursa Major School Overview

Statement of Program

The purpose of Ursa Major Elementary School is to form a partnership with the parents in providing a positive initial school experience for children grades K-6. Ursa Major emphasizes a regularly scheduled basic academic curricula. The staff teaches the proper use of the English language; clarifies the methods of calculation and logic; aids students in developing their ability to read with understanding; develops writing skills; explores history – informing the children about the past, the possibilities of the present, and future; enhances each child's self-concept; encourages an appreciation of beauty in art and music; assists growth in life-long physical fitness; and develops the faculties of each person for new vistas. Student self-restraint is encouraged and sometimes required. The students are obligated to exhibit a rudimentary work ethic. Common American values such as respect for others are demonstrated and practiced. Woven throughout the curricula are components of positive character development and patriotism.

The staff puts in priority order the collection of objective data on the students as a foundation for making program decisions for the development of Ursa Major's human resources – children. Several supplemental programs assist in meeting the special needs of the students such as: bilingual tutoring, Title I Language Arts, resource room assistance, gifted program, and speech/language assistance.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling/writing skills	Attained
Improve reading proficiency.	Attained

BUDGET*

1998-99 Expenditures	$1,159,040
1999-00 Budgeted Amount	$1,124,853
2000-01 Adopted Budget	$1,130,690

*Dollars budgeted or expended are general fund only.

Ursa Major School Overview

School Report Card Statement

Ursa Major Elementary School **Meg Marman**

Ursa Major's enrollment this year averaged 160 students. The positive effects of the size of the school are evidenced in behavior, achievement, and attitude. The small population and staff have allowed for more individual attention which has alleviated many problems which negatively effect student achievement.

Our students have made great gains in the area of reading and spelling during this school year. We have encouraged many students to enroll in the Title I and regular summer school programs being offered during the summer. These programs will assist students in maintaining and improving skills to help them be successful next year.

Our students come into our school from many different school systems throughout the country and the world. These experiences have created opportunities and challenges for our students which impact their achievement in school. The military continues to provide support through mandating parental involvement at parent-teacher conferences, encouraging and reinforcing volunteerism in the schools, and providing personnel and financial support for various projects.

Ursa Major School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
152	31%	26	14	2

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
150.7	157.0	96%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	-	-
Intermediate	1	-	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Title I Coordinators	.5
Classroom Teachers	8.0	Bilingual Tutors	.1
Librarians	1.0	Teacher Assistants/Aides	2.0
Special Education Teachers	1.0	Clerical Support Staff	1.5
Music Teachers	.5	Custodians	2.0
Art Teachers	.2		
Physical Education Teachers	1.4		
Counselors	1.0		
Nurses	.4		

Special Programs: Full-Day Kindergarten, Counselors

Ursa Major School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
83	47	2	12	8	0	69
54%	30%	0%	7%	5%	0%	45%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	158	84	53%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
152	28	19	5	12	64	42.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	2	13	59	8	103	0	185
% in One Sch.	100.00%	84.62%	71.19%	87.50%	71.84%	0.00%	73.51%
% in Same Sch.	100.00%	84.62%	42.37%	100.00%	51.46%	0.00%	53.51%

Ursa Major School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	62	45	51
	No.	27	21	16	18
Reading Comprehension	%ile	68	72	54	62
	No.	27	21	16	18
Total Reading	**%ile**	**66**	**69**	**50**	**57**
	No.	27	21	16	18
Language Mechanics	%ile	64	67	46	65
	No.	27	21	16	18
Language Expression	%ile	69	65	50	60
	No.	27	21	16	18
Total Language	**%ile**	**68**	**66**	**48**	**65**
	No.	27	21	16	18
Math Computation	%ile	77	67	45	62
	No.	27	21	16	18
Math Concepts and Applications	%ile	63	75	68	67
	No.	27	21	16	18
Total Mathematics	**%ile**	**72**	**74**	**57**	**64**
	No.	27	21	16	18
Total Battery	**%ile**	**69**	**72**	**53**	**62**
	No.	27	21	16	18
Word Analysis	%ile	47			
	No.	27			
Study Skills	%ile		74	52	68
	No.		21	16	18
Spelling	%ile	58	66	40	54
	No.	27	21	16	18
Science	%ile	57	71	49	54
	No.	27	21	16	18
Social Studies	%ile	64	62	50	52
	No.	27	21	16	18

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	69	60	67	67	61
4	Total Lang. Arts	66	54	74	73	48
4	Total Mathematics	74	62	80	67	49
6	Total Reading	57	63	57	63	51
6	Total Lang. Arts	65	79	54	64	60
6	Total Mathematics	64	72	53	81	53

Ursa Major School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	27	27	100	0	0	0
4	21	21	100	0	0	0
5	16	16	100	0	0	0
6	18	18	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	15	40.0	26.7	33.3	76	73
	Lang. Arts	15	53.3	33.3	13.3	77	65*
	Math	15	53.3	26.7	20.0	89	78
5	Reading	10	40.0	60.0	-	60	47*
	Lang. Arts	10	40.0	30.0	30.0	57	52
	Math	10	50.0	40.0	10.0	85	66*
6	Reading	9	44.4	44.4	11.1	71	64
	Lang. Arts	9	33.3	44.4	22.2	80	77
	Math	9	44.4	33.3	22.2	75	68

* Indicates Significant Difference in Means at .05 level.

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Table 54

Ursa Minor School Overview

Statement of Program

Ursa Minor Elementary School provides a complete K-6 instructional program for the students of Fort Richardson, who are military dependents.

The students' needs are met through District adopted programs and curriculum offered in heterogeneous classrooms of single and multiple grades. Instructional programs respond to individual student learning styles and acquisition of basic skills. We believe children will rise to the level of expectation, therefore, academic excellence and personal responsibility are systematically promoted. Community and family involvement share in the task of promoting maximum student achievement. The positive learning climate along with teaching problem solving skills, helps students reach their potential and demonstrates respect for self and others.

SCHOOL GOALS

Goal	Level of Achievement
Read independently at end of grade 3.	Partially Attained
Teachers will become familiar with and use the language arts performance standards.	Attained
Improve spelling as part of writing.	Attained

BUDGET*

1998-99 Expenditures	$958,267
1999-00 Budgeted Amount	$997,392
2000-01 Adopted Budget	$1,001,771

*Dollars budgeted or expended are general fund only.

Ursa Minor School Overview

School Report Card Statement

Ursa Minor Elementary School **Fran Talbott**

I think overall Ursa Minor staff did an excellent job on focusing on the school goals. We have made significant gains in our reading levels this year for the majority of students here. We have a highly transient population and it is difficult to gauge progress year to year since we seldom have the same population from which to access information. Our staff believes that early intervention for our Title One students is the most important factor to the success of our reading goal. We will continue with that as well as widen the goal to include more of an emphasis on writing.

Ursa Minor School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
213	70%	29	11	5

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
209.7	217.6	96.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	3	-
Intermediate	1	1	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Title I Coordinators	.5
Classroom Teachers	11.0	Bilingual Tutors	.3
(1 teacher funded by Title I)		Special Ed Aide	.4
Librarians	1.0	Kindergarten Teacher Aides	2.0
Special Education Teachers	1.0	Title I Parent Worker	.5
Music Teachers	.4	Clerical Support Staff	1.4
Art Teachers	.3	Custodians	2.0
Physical Education Teachers	.5		
Nurses	.5		
Special Programs: Full-Day Kindergarten			

Ursa Minor School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
149	42	0	9	13	0	64
69%	19%	0%	3%	6%	0%	30%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	221	118	53%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
213	69	35	14	11	129	60.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	0	10	58	17	178	5	268
% in One Sch	0.00%	90.00%	53.45%	58.82%	70.22%	0.00%	65.30%
% in Same Sch	0.00%	80.00%	41.38%	52.94%	48.31%	0.00%	47.39%

Ursa Minor School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	67	46	47
	No.	29	28	26	20
Reading Comprehension	%ile	66	78	62	58
	No.	29	27	26	20
Total Reading	**%ile**	**64**	**76**	**56**	**53**
	No.	29	27	26	20
Language Mechanics	%ile	48	81	73	77
	No.	29	27	26	20
Language Expression	%ile	54	81	58	48
	No.	29	28	26	20
Total Language	**%ile**	**51**	**83**	**67**	**65**
	No.	29	27	26	20
Math Computation	%ile	72	55	54	58
	No.	29	28	26	20
Math Concepts and Applications	%ile	71	73	57	61
	No.	29	28	26	20
Total Mathematics	**%ile**	**74**	**69**	**56**	**58**
	No.	29	28	26	20
Total Battery	**%ile**	**64**	**79**	**62**	**58**
	No.	29	27	26	20
Word Analysis	%ile	48			
	No.	29			
Study Skills	%ile		81	55	63
	No.		28	26	20
Spelling	%ile	61	78	54	61
	No.	29	27	26	20
Science	%ile	64	72	46	57
	No.	29	28	26	20
Social Studies	%ile	60	70	63	57
	No.	29	28	26	20

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	76	62	N/A	48	61
4	Total Lang. Arts	83	59	N/A	52	48
4	Total Mathematics	69	60	N/A	45	49
6	Total Reading	53	53	N/A	59	51
6	Total Lang. Arts	65	66	N/A	61	60
6	Total Mathematics	58	49	N/A	57	53

Ursa Minor School Achievement

CAT Test Participation March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	29	29	100	0	0	0
4	29	28	96	0	0	1
5	26	26	100	0	0	0
6	20	20	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	14	28.6	28.6	42.9	55	64
	Lang. Arts	14	21.4	7.1	71.4	54	78
	Math	15	26.7	33.3	40.0	53	62
5	Reading	14	35.7	50.0	14.3	58	49
	Lang. Arts	14	35.7	42.9	21.4	66	60
	Math	14	35.7	42.9	21.4	61	54
6	Reading	11	27.3	45.5	27.3	57	64
	Lang. Arts	11	27.3	54.5	18.2	81	78
	Math	11	54.5	36.4	9.1	82	68*

* Indicates Significant Difference in Means at .05 level.

Table 55

Williwaw School Overview

Statement of Program

Williwaw provides the standard District program of instruction K-6. To meet the needs of students and those expressed by parents, the instructional program is traditionally oriented stressing student acquisition of basic skills for life-long learning, remediation in study skills, reading/language arts and mathematics, with appropriate emphasis given to the human services of nurturing, protecting, and guiding children while at school.

Administrative, teaching, and support staff are fully cognizant of District and unit goals and objectives and are dedicated to providing students with the highest quality educational services, by seeking continuing personal and professional growth and supporting colleagues in their same efforts.

Students—focus on individual needs, abilities and interests to aid each child in learning. Community—school and community together address, define, and solve educational problems. Society—develop attitudes productive of better mutual understanding in a multicultural society. Professionals—dedication to personal and professional growth and cooperation with colleagues.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Attained
Improve math skills.	Attained
Improve spelling.	Attained
Enhance positive parent involvement and community involvement.	Attained
Improve writing.	Attained

BUDGET*

1998-99 Expenditures	$2,247,539
1999-00 Budgeted Amount	$2,119,463
2000-01 Adopted Budget	$2,126,759

*Dollars budgeted or expended are general fund only.

Williwaw School Overview

School Report Card Statement

Williwaw Elementary School **Julie Jessal**

The 1999-2000 school year was the fifth year in the new school building with our student population at 514 students. Two relocatables are used to accommodate our Bilingual and Special Ed Programs. The Resolving Conflict Creatively Program continues to be a vital part of our school wide discipline program, providing a common dialogue across grade levels regarding expectations and school decorum. Williwaw developed and implemented an after school tutorial program which helped 65 students in grade 3 - 6 after school in the areas of math and literacy. This program included a staff development component which emphasized research based effective teaching practices and strategies.

This year the Title I support teachers joined with Special Ed and Indian Ed to provide a collaborative support team for our teachers and students. Overall it was successfully implemented, allowing support teachers to work with fewer classroom teachers for a greater amount of time each week. The model reflected positive results through an overall increase in Title I assessments and meeting or exceeding our school report card goals in all areas. Challenges to implementing the new support model included a need for more planning time between support and regular ed teachers and between support teachers themselves.

The Williwaw School Community continues to be a rich and diverse population served by a positive teaching staff, a dedicated PTA Executive Board, parent volunteers, and community groups. Some of these include DARE with an Anchorage Police Officer teaching in grade 5, the Big Brother/Sister Mentor program, CASTLES grant to encourage career awareness for students; school wide technology planning and course work; emphasis on multicultural programs/assemblies/artists in residence to celebrate pride and information on many of our school cultures and ongoing staff development on effective teaching strategies and practices. The Parent Resource Room was added this year to share reading/writing skills, make available information regarding community and school resources, and provide a welcoming place for parents to meet at school with the principal, FSSC, or other parents.

Our school goals of reading, math computation and problem solving, writing, and parent involvement and community partnerships were reviewed at the end of the 1999-2000 school year. Using the Title I school wide assessments, our students met or exceeded our school goals in all areas. However, the CAT tests were lower this year than last year. This may reflect the fact that all but one student was tested this year. In past years, selected special ed and bilingual students had been exempted from the CAT tests. Reading, math, and writing will receive continued focus, with special emphasis next year on writing. The staff has all received training in First Steps Reading and has implemented the developmental continuum this year. Next year teachers will receive training in First Steps Writing and 6 Traits Writing. Our Title VI and Title II grants, along with Title I funding, will support this training.

Williwaw School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
504	102%	86	13	115

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
473.6	508.1	93.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	6	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers	26	Title I Coordinators	1.0
(4 funded by Title I)		Bilingual Tutors	3.0
Librarians	1.0	Title I Parent Worker	.5
Special Education Teachers	4.0	Teacher Assistants/Aides	1.0
Music Teachers	1.1	Clerical Support Staff	1.6
Art Teachers	.6	Custodians	3.0
Physical Education Teachers	1.2		
Bilingual Teachers	1.0		
Indian Education Teacher	1.0		
Counselors	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Counselors, Breakfast program

Williwaw School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
125	61	175	100	43	0	379
24%	12%	33%	19%	8%	0%	75%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	516	343	66%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	0	0	0	3
Percent Not Promoted	2.9%	0%	1.2%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
504	40	51	57	55	203	40.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	215	108	77	50	153	0	603
% in One Sch.	69.77%	85.19%	64.94%	74.00%	67.32%	0.00%	71.64%
% in Same Sch.	59.07%	67.59%	59.74%	44.00%	61.44%	0.00%	60.03%

Williwaw School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	29	29	26	21
	No.	84	63	79	68
Reading Comprehension	%ile	35	32	35	39
	No.	83	63	79	65
Total Reading	**%ile**	**31**	**30**	**31**	**29**
	No.	83	63	79	65
Language Mechanics	%ile	22	27	52	42
	No.	83	63	78	68
Language Expression	%ile	25	25	42	30
	No.	84	63	79	68
Total Language	**%ile**	**22**	**24**	**47**	**36**
	No.	83	63	78	68
Math Computation	%ile	45	34	49	41
	No.	84	63	79	68
Math Concepts and Applications	%ile	43	39	48	48
	No.	84	62	79	68
Total Mathematics	**%ile**	**42**	**36**	**48**	**43**
	No.	84	62	79	68
Total Battery	**%ile**	**30**	**28**	**42**	**35**
	No.	83	62	78	65
Word Analysis	%ile	24			
	No.	84			
Study Skills	%ile		43	44	26
	No.		60	78	68
Spelling	%ile	28	34	35	30
	No.	83	63	78	68
Science	%ile	33	37	27	22
	No.	83	61	77	68
Social Studies	%ile	31	28	43	30
	No.	83	62	77	68

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	30	46	38	46	41
4	Total Lang. Arts	24	48	39	44	35
4	Total Mathematics	36	66	51	56	46
6	Total Reading	29	36	37	32	34
6	Total Lang. Arts	36	46	37	37	29
6	Total Mathematics	43	62	42	47	31

Williwaw School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed Excluded	Number Other** Excluded
3	85	84	98	1	0	0
4	63	63	100	0	0	0
5	78	79	101	0	0	0
6	69	68	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	39	28.2	41.0	30.8	37	39
	Lang. Arts	39	20.5	38.5	41.0	24	31*
	Math	39	33.3	23.1	43.6	34	41
5	Reading	51	41.2	39.2	19.6	47	41
	Lang. Arts	51	19.6	35.3	45.1	50	60*
	Math	51	37.3	35.3	27.5	67	63
6	Reading	49	28.6	36.7	34.7	28	32
	Lang. Arts	50	30.0	24.0	46.0	36	41
	Math	50	28.0	40.0	32.0	45	48

* Indicates Significant Difference in Means at .05 level.

Table 56

Willow Crest School Overview

Statement of Program

Willow Crest Elementary School is a neighborhood school that provides a complete kindergarten through sixth grade program serving the central Spenard and Windemere sections of Anchorage. In addition to the K-6 classroom teachers, there are art, physical education, and music instructors, as well as a librarian to support a well-rounded education for our students.

To support the individual learning needs of students at Willow Crest, we have staff to meet Special Education needs, a Bilingual Learning Center, Title I staff that focus on reading, language arts and math instruction, an Indian Education tutor and Migrant Education services through a Family Literacy Center. Willow Crest has in place a technology plan to enhance our ability to integrate technology into all curriculum areas.

Willow Crest offers a comprehensive educational program designed to meet the individual academic needs of students, as well as foster the social-emotional development of each child. There is a strong working relationship with the Willow Crest PTA, parents, and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve writing conventions.	Attained
Improve school climate.	Partially Attained
Increase parent involvement.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,663,404
1999-00 Budgeted Amount	$1,774,983
2000-01 Adopted Budget	$1,873,606

*Dollars budgeted or expended are general fund only.

Willow Crest School Overview

School Report Card Statement

Willow Crest Elementary School **Teri Regan**

Willow Crest continues to be a strong school community supported by a committed staff, a strong PTA, a diverse student population and 5 businesses active in supporting our goals and projects. We focused on 3 areas this year: writing, school climate and parent/community involvement. This community was successful in making significant progress in the areas of writing, parent/community involvement and school climate and will be continuing the focus on these 3 areas for the 2000-2001 school year.

This was only Willow Crest's second year as a Title I school and our first year as a Title I Schoolwide Program. We completed activities outlined in our Comprehensive School Reform Development Grant that focused on the training of staff in the First Steps-Writing process and purchase of supplemental materials to support reading and writing instruction. We are working with Northwest Regional Lab as our outside evaluator as part of the CSRD grant.

As a part of our restructuring effort, we began staff development practices that provided ongoing support throughout the year. These efforts included 1/2 day grade level meetings taking place 5 times during the year. We also used staff meetings, once a month, for short grade level meetings and for multigrade First Steps meetings. We also offered credit classes in Kagan's Cooperative Learning and Technology. We are also providing training to teachers in our various reform efforts and best practices to have trained people on site to support everyone's ongoing training. Four staff are First Steps Tutors and we have a staff member with 3 years of training in Accelerated Reader. We have 2 staff getting additional training in the 6 Traits Writing Assessment Model and 4 staff with be involved in trainer level training in Kagan's Cooperative Learning.

One of our greatest accomplishments was using the support of our current School-Business Partner, Costco-Dimond Warehouse and joining forces with the Alaska Zoo, Information Access, Rabinografix, Alaska General Alarm, Willow Crest's PTA and the students of Willow Crest to get the Alaska Zoo website rolling. This project supports our efforts in school/community relations, but also gave our students a purposeful project to support the development of their writing skills.

Our PTA continues to be a great support for academic programs and recognition activities. They supported our Accelerated Reader Program, Reading is Fundamental Program, the Alaska Zoo project and Battle of the Books. The PTA's involvement allows us to have a recognition program once a month called "Willing Wolverines-C.L.A.S.S. Kid." Their members' efforts help us to be able to provide 3 to 4 family nights each year. They are invaluable to what goes on here at Willow Crest for students.

Willow Crest is a community that is firmly grounded in providing great learning opportunities for students. We have staff that understand the diverse learning needs of our students and a very strong PTA that actively supports the staff in providing quality programs for students and their families.

Willow Crest School Characteristics

SCHOOL MEMBERSHIP

September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
544	116%	92	13	150

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
505.9	545.0	92.8%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	-	13	-
Intermediate	-	7	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	23.0	Title I Coordinators	1.0
Support Teachers	3.0	Bilingual Tutors	3.0
(reading, writing, and math)		Indian Education	.5
Technology Teacher	1.0	Clerical Support Staff	1.625
Librarians	1.0	Custodians	2.5
Special Education Teachers	3.0		
Music Teachers	1.1		
Art Teachers	.65		
Physical Education Teachers	1.1		
Bilingual Teachers	.5		
Nurses	.75		

Special Programs: Bilingual Ed., Breakfast Program , Children in Transition, Computer Labs, Indian Ed., Migrant Ed., Title I, CSRD Grant, Southcentral Counseling's ON-TARGET Program.

Willow Crest School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
251	32	89	122	50	0	293
46%	5%	15%	21%	9%	0%	53%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	554	312	56%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	1	1	0	5
Percent Not Promoted	2.8%	1.3%	0%	1.0%	1.4%	0%	1.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
544	57	56	62	72	247	45.4%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	126	138	43	61	289	3	660
% in One Sch	58.73%	76.09%	67.44%	68.85%	72.66%	0.00%	69.70%
% in Same Sch	46.83%	62.32%	51.16%	59.02%	61.59%	0.00%	57.73%

Willow Crest School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	49	36	33	31
	No.	74	89	70	61
Reading Comprehension	%ile	42	39	47	46
	No.	76	89	70	62
Total Reading	**%ile**	**46**	**37**	**40**	**38**
	No.	74	89	70	61
Language Mechanics	%ile	36	49	64	56
	No.	75	89	70	62
Language Expression	%ile	50	41	53	43
	No.	75	88	70	62
Total Language	**%ile**	**42**	**44**	**60**	**49**
	No.	75	88	70	62
Math Computation	%ile	49	38	52	54
	No.	76	88	70	61
Math Concepts and Applications	%ile	52	47	60	60
	No.	76	88	70	61
Total Mathematics	**%ile**	**51**	**42**	**58**	**56**
	No.	76	88	70	61
Total Battery	**%ile**	**47**	**39**	**53**	**46**
	No.	74	88	70	60
Word Analysis	%ile	41			
	No.	75			
Study Skills	%ile		49	44	47
	No.		88	69	61
Spelling	%ile	52	42	43	40
	No.	75	89	70	62
Science	%ile	41	48	41	38
	No.	76	87	69	61
Social Studies	%ile	46	38	56	49
	No.	76	87	69	61

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	37	48	43	46	57
4	Total Lang. Arts	44	54	47	44	44
4	Total Mathematics	42	60	55	56	50
6	Total Reading	38	49	50	32	60
6	Total Lang. Arts	49	57	58	37	63
6	Total Mathematics	56	59	62	47	55

Willow Crest School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	77	76	98	0	0	1
4	96	89	92	3	4	0
5	70	70	100	0	0	0
6	66	62	93	0	1	3

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	55	34.5	34.5	30.9	41	40
	Lang. Arts	55	25.5	25.5	49.1	42	50*
	Math	55	23.6	34.5	41.8	42	50*
5	Reading	45	33.3	33.3	33.3	50	46
	Lang. Arts	46	23.9	30.4	45.7	54	66*
	Math	46	28.3	28.3	43.5	61	64
6	Reading	46	19.6	34.8	45.7	34	43*
	Lang. Arts	47	19.1	44.7	36.2	51	57
	Math	47	14.9	21.3	63.8	42	62*

* Indicates Significant Difference in Means at .05 level.

Table 57

Wonder Park School Overview

Statement of Program

Wonder Park Elementary offers a comprehensive K-6 program of instruction. In addition to the regular program, the school has 4.5 special education resource teacher and an Indian education tutor. Also included on the staff are a librarian, a physical education teacher, and a classroom music teacher along with a school nurse and a full time counselor.

Wonder Park School offers students a well-rounded educational program including reading, mathematics, social studies, science, health, music, art, physical education, language arts, and instruction in computer education. An active before and after school activities program is provided for the students. A mastery of the basics and an emphasis on academic achievement is stressed.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase student literacy.	Attained
Promote a love of reading.	Attained
Develop teamwork and positive independence skills.	Attained

BUDGET*	
1998-99 Expenditures	$1,955,584
1999-00 Budgeted Amount	$2,062,104
2000-01 Adopted Budget	$2,057,941

*Dollars budgeted or expended are general fund only.

Wonder Park School Overview

School Report Card Statement

Wonder Park Elementary School **Susan Okeson**

This has been an outstanding year for Wonder Park. Every staff member, certificated and classified, participated in a professional leadership program consisting of study groups, university courses, evening and weekend retreats, and scholarly readings. We also formed a Literacy Team consisting of one teacher from each grade level. This team was responsible for creating a book room full of leveled book sets which has become a model for other schools. As a group they presented and modeled lessons at staff meetings and our reading focus and priority was thorough and complete throughout our school.

Due to a grant we have that's purpose is to raise awareness in career education, Wonder Park adopted a school-to-career focus which earned us media attention. We also quickly became a forerunner in the Anchorage School District with regards to school-to career standards and have presented at other schools and out of state conferences our program.

Finally, we began the beginning stages of implementing First Steps in the area of writing at Wonder Park and this will be a goal for us next year. We will also continue our reading focus and professional leadership program.

Wonder Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
475	107%	95	14	109

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
439.1	477.2	92.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	12	3	-
Intermediate	-	5	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.0
Classroom Teachers	21.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	4.5	Indian Education	.5
Music Teachers	1.0	Title I Tutor/TA	1.0
Art Teachers	1.0	Teacher Assistants/Aides	2.0
Physical Education Teachers	1.0	Clerical Support Staff	1.625
Gifted Teachers	1.0	Custodians	3.0
Counselors	1.0	Bilingual Teacher	1.0
Nurses	.8		

Special Programs: Full-Day Kindergarten, Indian Ed., Title I, Gifted Sites, Counselors, Computer labs, Breakfast Program

Wonder Park School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
172	88	114	58	42	1	303
36%	18%	23%	12%	8%	0%	63%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	473	307	65%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	1	0	0	2
Percent Not Promoted	1.4%	0%	0%	1.3%	0%	0%	.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
475	43	47	56	70	216	45.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	143	76	103	53	204	1	580
% in One Sch.	68.53%	69.74%	72.82%	58.49%	72.55%	100.00%	70.00%
% in Same Sch.	56.64%	57.89%	51.46%	52.83%	58.82%	0.00%	56.21%

Wonder Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	48	36	28	35
	No.	74	67	49	66
Reading Comprehension	%ile	49	37	36	40
	No.	74	67	49	66
Total Reading	**%ile**	**48**	**36**	**32**	**37**
	No.	74	67	49	66
Language Mechanics	%ile	30	40	45	42
	No.	74	67	50	67
Language Expression	%ile	29	34	36	37
	No.	74	67	50	67
Total Language	**%ile**	**28**	**35**	**39**	**38**
	No.	74	67	50	67
Math Computation	%ile	39	36	45	40
	No.	74	67	50	67
Math Concepts and Applications	%ile	48	46	37	48
	No.	74	67	50	67
Total Mathematics	**%ile**	**45**	**41**	**40**	**43**
	No.	74	67	50	67
Total Battery	**%ile**	**39**	**36**	**37**	**38**
	No.	73	67	49	66
Word Analysis	%ile	34			
	No.	74			
Study Skills	%ile		38	37	37
	No.		67	50	66
Spelling	%ile	40	45	35	34
	No.	75	67	49	67
Science	%ile	39	36	29	32
	No.	74	67	50	66
Social Studies	%ile	41	28	36	37
	No.	72	67	50	66

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	36	30	47	48	51
4	Total Lang. Arts	35	35	45	38	42
4	Total Mathematics	41	37	43	40	45
6	Total Reading	37	33	46	31	35
6	Total Lang. Arts	38	44	56	43	30
6	Total Mathematics	43	45	60	36	44

Wonder Park School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	76	75	98	0	0	1
4	77	67	87	3	4	3
5	53	50	94	0	0	3
6	67	67	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	44	25.0	54.5	20.5	43	39
	Lang. Arts	44	22.7	22.7	54.5	29	38*
	Math	45	17.8	44.4	37.8	43	49
5	Reading	34	32.4	26.5	41.2	28	34
	Lang. Arts	35	25.7	28.6	45.7	37	41
	Math	35	22.9	34.3	42.9	39	47
6	Reading	53	26.4	45.3	28.3	37	40
	Lang. Arts	53	32.1	45.3	22.6	47	41
	Math	53	26.4	49.1	24.5	43	42

* Indicates Significant Difference in Means at .05 level.

Table 58

Gladys Wood School Overview

Statement of Program

Gladys Wood Elementary provides a complete instructional program in kindergarten through grade 6 with a half-day kindergarten program. The instructional staff includes K-6 classroom teachers, special education resource teachers, a librarian, a music teacher and a physical education teacher. Support services are available in art, band, orchestra, Indian education, bilingual, psychology, speech, physical and occupational therapy, and the gifted program.

The educational program at Gladys Wood focuses on developing a sound mastery of the basic skills in reading, writing, and math. We focus on implementing the ASD curriculum in all academic subject areas using a variety of teaching styles and techniques to accommodate the wide variety of differences in student abilities and aptitudes. We also offer education in art, music, PE, and computer technology. There is a strong extracurricular activity program which works to promote a sense of community and encourage positive life skills and choices involving parents, community members, and school/business partners.

SCHOOL GOALS

Goal	Level of Achievement
Improve math computational skills.	Attained
Improve reading skills.	Attained
Improve student decorum.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,768,828
1999-00 Budgeted Amount	$1,718,404
2000-01 Adopted Budget	$1,725,701

*Dollars budgeted or expended are general fund only.

Glayds Wood School Overview

School Report Card Statement

Wood, Gladys Elementary School **Gene Janigo**

Goal 1

- Students will demonstrate measurable improvement in independent reading levels between Fall and Spring.

As decided by staff & community, we focused on continuing our goal from last year to improve student reading levels. This year we required all teachers to use the STAR computerized assessment and our special education staff assessed all students with several tests in both Fall & Spring getting measurements in different skills for reporting at both Fall & Spring parent-teacher conferences. We were very successful this year as we had an average of 1 year of growth occur in a 6 month period of time overall with all students. We continued to expand our Accelerated Reader Program as a school-wide recreational reading supplement. We were very successful with increasing use of this program as library circulation continues to increase. We also continued our AR school store for motivation, and we held our 2nd OAR Reading Awards Assembly honoring readers with certificates, medals, and trophies. The primary staff implemented new instructional strategies to help do a better job with reading and focused at identifying and bringing up specific struggling readers. We continued our efforts at developing a special bookroom with reading & instructional materials to help support reading instruction to all levels of readers in a typical classroom. It is now reported to us by our district experts to be one of the best in the district at this time.

Goal 2

- Students will demonstrate measurable improvement in math computation skills appropriate to grade level standards between Fall & Spring.

This goal was chosen with input from parents and students in the Fall. There was concern about student success as they moved up into Middle School. Newly adopted grade level standards provided expectation guidelines and accountability of grade level mastery was viewed as an important component for our school. Grade levels developed a performance assessment on computation which was administered in both the Fall and Spring to measure growth and share at parent/teacher conferences. We were very successful in this goal with an average percentage increase of 14% in a 6 month period. Teachers had an incentive program in each classroom based on timed drills which were given several times each week for practice and advancement. In addition, teachers used a variety of games and manipulative activities to reinforce computation mastery. A grade 3 - 6 Math Challenge weekly problem solving bulletin board was not very successful with fewer than 10% of students participating.

Goal 3

- Students and teachers will continue to work on improving student decorum at Gladys Wood.

This goal was viewed as very important by both staff and community. It was again a continuation from last year as we were not successful. We wrote a total of 296 negative behavior referrals last year. This year our goal was to have a significant decrease in the number of referrals. We have been partially successful at this goal as we currently have written 257 negative referrals. We again have used Project Achieve and RCCP programs in the classrooms as our main preventive education component. We call this program the Gladys Wood Social Skills Program. This year we added a "Lunch With The Principal" monthly award for students. As students demonstrated success at our monthly social skill they received tickets for a chance at a weekly drawing for the lunch. Kids loved it! We also continued a Peer Helpers program for 5th and 6th graders run by members of our Special Ed. Team. We began a program called VIP which focused on very challenging students pulling them out of class once a week to work on specific strategies for staying out of trouble. We also tried another idea called "Add an Asset" which paired challenging students up with staff members for year long positive relationships. Both programs were very successful and will be continued next year. We also continued our focus on providing students with a wide variety of before and after school activities as a way to help encourage positive choices. We are recognizing more students at Gladys Wood each year who have significant behavioral concerns. It has impacted our school and we have worked hard to help these students. We all recognize our efforts need to continue in this area as we must try new and different ideas to work with students on anger management and decision making skills.

Glayds Wood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
501	99%	95	21	51

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
470.2	500.6	93.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	9	-
Intermediate	-	6	2
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	20.5	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	3.0	Clerical Support Staff	1.875
Music Teachers	1.0	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.8		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Glayds Wood School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
351	28	61	40	21	0	150
70%	5%	11%	7%	4%	0%	29%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	501	113	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	K	1	2	3	4	5	6	Total
Number Not Promoted	0	2	0	0	0	0	0	2
Percent Not Promoted	0%	3.1%	0%	0%	0%	0%	0%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
501	31	28	37	25	121	24.2%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	72	43	35	24	382	3	559
% in One Sch.	70.83%	88.37%	68.57%	79.17%	85.86%	0.00%	82.29%
% in Same Sch.	59.72%	65.12%	42.86%	45.83%	70.68%	0.00%	65.65%

Gladys Wood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	61	62	49	48
	No.	82	74	63	72
Reading Comprehension	%ile	66	58	55	63
	No.	81	74	63	72
Total Reading	**%ile**	**65**	**61**	**54**	**57**
	No.	81	74	63	72
Language Mechanics	%ile	56	45	60	70
	No.	81	73	63	72
Language Expression	%ile	67	47	56	63
	No.	81	74	62	72
Total Language	**%ile**	**62**	**44**	**59**	**67**
	No.	81	73	62	72
Math Computation	%ile	67	75	50	74
	No.	81	74	64	72
Math Concepts and Applications	%ile	70	65	59	73
	No.	81	74	63	72
Total Mathematics	**%ile**	**70**	**70**	**56**	**74**
	No.	81	74	63	72
Total Battery	**%ile**	**68**	**58**	**57**	**67**
	No.	81	73	62	72
Word Analysis	%ile	55			
	No.	82			
Study Skills	%ile		53	51	56
	No.		74	63	69
Spelling	%ile	53	46	47	38
	No.	81	74	63	72
Science	%ile	66	52	43	54
	No.	81	74	63	70
Social Studies	%ile	67	50	59	58
	No.	81	73	63	69

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	61	49	60	59	57
4	Total Lang. Arts	44	47	64	65	71
4	Total Mathematics	70	52	80	67	53
6	Total Reading	57	62	65	60	55
6	Total Lang. Arts	67	73	74	66	64
6	Total Mathematics	74	77	70	52	60

Gladys Wood School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	83	82	98	0	0	1
4	75	74	98	0	0	1
5	66	63	95	1	0	2
6	75	72	96	1	0	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	56	28.6	41.1	30.4	67	67
	Lang. Arts	55	40.0	30.9	29.1	56	50
	Math	56	16.1	21.4	62.5	62	78*
5	Reading	40	37.5	20.0	42.5	51	56
	Lang. Arts	40	17.5	27.5	55.0	45	64*
	Math	40	20.0	40.0	40.0	54	64*
6	Reading	64	29.7	37.5	32.8	61	61
	Lang. Arts	64	25.0	42.2	32.8	70	71
	Math	64	12.5	32.8	54.7	65	78*

* Indicates Significant Difference in Means at .05 level.

Table 59

Central School of Science Overview

Statement of Program
Central Middle School of Science infuses science and technology throughout all curricular areas through interdisciplinary teams of teachers and students. It is the goal of Central Middle School of Science to provide an instructional program which is on the cutting edge of technology; teachers involved in on-going training in the most current educational and technological techniques; and self-motivated students who will become responsible adults and lifelong learners. High academic expectations and high standards for students' behavior are characteristics of Central's program.

SCHOOL GOALS

Goal	Level of Achievement
Increase reading comprehension.	Partially Attained
Continue "community Caring Program".	Attained
Building on technology already in place.	Attained
Increase math computation skills.	Attained

BUDGET*

1998-99 Expenditures	$3,536,298
1999-00 Budgeted Amount	$3,408,488
2000-01 Adopted Budget	$3,408,488

*Dollars budgeted or expended are general fund only.

Central School of Science Overview

School Report Card Statement

Central Middle School of Science **Keith Taton**

Central Middle School of Science had another outstanding year both academically and socially. Below are listed the highlights for the 1999-00 school year.

-We continue to stress our rigorous academic curriculum that includes accessibility to math through geometry.
-We continue to require each student to prepare a Science Fair project.
-We had the following academic winners at our school this year:
-State Science Fair winners
-State Engineering Fair winners
-District Math Counts winner, second in state (2 of the 4 members of the state team were from Central)
-Second place state Spelling Bee
-Second place state Geography Bee.
- Higher test scores. We were extremely pleased with our 8th grade CAT scores in math (68 %tile) and science (82 %tile).
-Joint 3-school project on Standards and Curriculum with Mears and Wendler.

-Our Community of Caring Program continues to be very successful. The schoolwide focus on Respect, Responsibility, Caring, Trust and Family has greatly decreased school disruption. More than 125 students took part in our Teen Forums.
- Our counselors and staff continue to work closely with the military liaison and other community persons to provide support for our students/programs.
-Our Crisis Response Plan is in place. All staff and students have been trained in how to respond to emergency situations.
-Our Safety Committee has established emergency materials in several locations through out the building. Each pack contains items needed in case of an emergency.
-Our FOCUS Reading Program continues to be successful. Again, we are providing a summer enrichment program for our students through this program.
-All Stars Program for all 7th grade students.

-We have continued to strengthen our School Business partnerships. We have added two new partners this year. In addition, two of Central's partners (Key Bank and ACVB) were recognized as this year's Star Award winners.
-We continue to provide tours for 6th grade parents who are considering the enrollment of their students at Central. The tours provide parents and students a better understanding of our program.
-We continue to recognize our outstanding staff and students through newsletters, press releases, newspaper and television.
- Central students won the following awards that were highlighted on a local and national level:
Chavis Newman-Keene - Prudential Spirit of America Award. A Central student has won this award five years in a row. We are the only school in the nation to have more than two winners.
Harmon Pollock - One of 100 students worldwide chosen for the Disney Millennium Dreamers
Central's School Business Partnership Class - JC Penny Golden Rule Award winner.

Central School of Science Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
734	80%	148	94	67

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
678.2	723.7	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	8	22	2
Mathematics	4	16	6
Science	1	22	8
Social Studies	3	17	6

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	1.0
Classroom Teachers	38.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	4.0	Clerical Support Staff	6.0
Gifted Teachers	.5	Custodians	5.0
Counselors	2.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Central School of Science Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
409	151	65	56	53	0	325
55%	20%	8%	7%	7%	0%	44%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Middle Level	729	234	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	9	3	12
Percent Not Promoted	2.4%	.8%	1.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
734	91	69	45	36	241	32.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	82	64	169	61	439	6	821
% in One Sch.	62.20%	79.69%	74.56%	81.97%	83.37%	0.00%	78.44%
% in Same Sch.	37.80%	39.06%	33.14%	32.79%	41.23%	0.00%	38.12%

Central School of Science
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	57	61
	No.	354	333
Reading Comprehension	%ile	68	67
	No.	354	333
Total Reading	**%ile**	**64**	**66**
	No.	354	333
Language Mechanics	%ile	67	62
	No.	354	333
Language Expression	%ile	57	56
	No.	353	333
Total Language	**%ile**	**63**	**60**
	No.	353	333
Math Computation	%ile	64	58
	No.	353	329
Math Concepts and Applications	%ile	68	76
	No.	353	330
Total Mathematics	**%ile**	**67**	**68**
	No.	353	329
Total Battery	**%ile**	**66**	**67**
	No.	352	327
Study Skills	%ile	60	51
	No.	353	330
Spelling	%ile	59	53
	No.	354	332
Science	%ile	62	82
	No.	353	330
Social Studies	%ile	65	64
	No.	353	330

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	64	62	66	68	68
7	Total Lang. Arts	63	61	65	67	63
7	Total Mathematics	67	65	63	69	67
8	Total Reading	66	67	67	67	68
8	Total Lang. Arts	60	59	58	65	64
8	Total Mathematics	68	65	61	64	62

Central School of Science
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	365	354	96	4	3	4
8	350	333	95	5	2	10

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	225	30.2	38.2	31.6	61	62
	Lang. Arts	224	39.7	38.4	21.9	68	61
	Math	224	32.1	37.1	30.8	67	66
8	Reading	240	25.4	42.5	32.1	67	69
	Lang. Arts	247	33.6	44.1	22.3	68	61*
	Math	241	24.1	46.1	29.9	70	72

* Indicates Significant Difference in Means at .05 level.

Table 60

Clark Middle School Overview

Statement of Program

Clark Middle School serves grades seven and eight. The school is organized around a middle school flexible block model of delivery. Students take four core subjects, two electives and a physical education course. The staff includes a traditional team staffing pattern, special education collaborators and resource teachers, Indian Education tutors, ESL tutors Chapter I staff, and various other support personnel from within the District. Clark is committed to providing students in its attendance area the basic curriculum which includes math, science, language arts, social studies, physical education, reading and an elective. In addition, gifted programs are offered in math, science, and language arts.

SCHOOL GOALS

Goal	Level of Achievement
Begin second year of 5-year plan to raise test scores.	Partially Attained
Increase reading skills.	Partially Attained
Focus on standards.	Attained
Reduce absenteeism.	Partially Attained
Increase positive family and community participation.	Attained

BUDGET*

1998-99 Expenditures	$3,463,747
1999-00 Budgeted Amount	$3,479,911
2000-01 Adopted Budget	$3,579,911

*Dollars budgeted or expended are general fund only.

Clark Middle School Overview

School Report Card Statement

Clark Middle School **Sheri Stears**

Due to the combined efforts of students, staff, parents and community members, Clark Middle School was very successful in addressing and accomplishing our school goals. The goals which we chose for the school year were not easy goals to accomplish and were not finite. Instead, they were significant goals that will need to be continually addressed, reviewed and evaluated.

Input from students, staff, parents and community indicated a very successful year at Clark. The school had a positive atmosphere that promoted high academic achievement, school pride, and a safe and welcoming environment. Staff members were a cohesive unit who supported each other, took part in many training opportunities, and were commended for their success by receiving one of the first ever Denali awards. Parental involvement increased throughout the year, with significantly more parents attending parents meetings than in past years. The involvement of parents will continue to be an area where we seek to improve and grow, as the Clark staff recognizes our parents are instrumental to their students' success.

During this school year, we were able to complete the Northwest Accreditation process. The school, its students and staff, were praised by the Accreditation Response Team for their success in devising and implementing our school improvement plan. The Team noted that Clark staff members are truly implementing standards in the classroom and meeting the many needs of a very diverse population.

While success in raising CAT scores was not at the level we sought to attain, we do believe that our students made significant academic gains throughout the year. It is believed that increases were not as high as hoped due to the following contributing factors:

- Incoming 7th graders had much lower CAT scores than in previous years.
- A significant number of special education and ESL students were included in testing this year that were not tested last year.
- Students were "tested out" due to Benchmarks and several reading tests we administered this year due to new programs.

Clark Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
825	89%	168	28	181

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
732.7	781.9	93.7%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	6	20	1
Mathematics	3	19	7
Science	-	18	9
Social Studies	6	22	1

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	10.0
Classroom Teachers	37.8	Title I Coordinators	1.0
Librarians	1.0	Indian Education Tutor/Counselor	1.0
Bilingual Teachers	3.0	Bilingual Tutors	3.0
Special Education Teachers	11.0	Title I Tutor/TA	7.0
Gifted Teachers	.2	Clerical Support Staff	5.0
Counselors	2.6	Custodians	6.0
Nurses	1.0		

Special Programs: Alaska School for the Deaf, Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site, Title I

Clark Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
252	136	226	158	51	1	572
30%	16%	26%	18%	6%	0%	69%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	784	470	60%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	33	24	55
Percent Not Promoted	8%	6.6%	7.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
825	100	137	101	55	393	47.6%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	266	182	149	58	303	1	958
% in One Sch.	56.77%	72.53%	71.81%	67.24%	67.55%	100.00%	66.18%
% in Same Sch.	35.71%	39.56%	39.60%	37.93%	37.42%	0.00%	37.68%

Clark Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	31	34
	No.	345	336
Reading Comprehension	%ile	45	43
	No.	345	335
Total Reading	**%ile**	**37**	**39**
	No.	345	335
Language Mechanics	%ile	43	44
	No.	345	337
Language Expression	%ile	28	34
	No.	344	337
Total Language	**%ile**	**33**	**37**
	No.	344	337
Math Computation	%ile	49	36
	No.	345	344
Math Concepts and Applications	%ile	42	54
	No.	344	344
Total Mathematics	**%ile**	**46**	**43**
	No.	344	344
Total Battery	**%ile**	**39**	**39**
	No.	335	334
Study Skills	%ile	38	27
	No.	344	344
Spelling	%ile	32	34
	No.	345	337
Science	%ile	44	61
	No.	344	344
Social Studies	%ile	46	40
	No.	344	344

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	37	40	39	42	42
7	Total Lang. Arts	33	37	35	33	32
7	Total Mathematics	46	48	47	50	45
8	Total Reading	39	44	41	42	46
8	Total Lang. Arts	37	36	35	36	39
8	Total Mathematics	43	43	42	43	43

Clark Middle School
Achievement Profile

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	337	345	102	0	0	0
8	361	344	95	1	10	6

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1999-00 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	246	14.6	35.8	49.6	29	39*
	Lang. Arts	243	34.2	40.7	25.1	38	35
	Math	243	20.6	38.7	40.7	40	48*
8	Reading	249	22.5	46.6	30.9	41	42
	Lang. Arts	252	28.6	42.5	29.0	37	35
	Math	258	36.8	43.8	19.4	52	47*

* Indicates Significant Difference in Means at .05 level.

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Table 61

Goldenview Middle School Overview

Statement of Program
Goldenview Middle School serves grades seven and eight. Goldenview's mission is to strive for academic excellence, to unleash creative expression, to nurture personal character, and to support a sense of community. The curricula at Goldenview include math, science, language arts, social studies, physical education, and elective offerings – both traditional and middle school alternative in scope. Services for gifted, learning-disabled, and intensive needs special education students are provided. Goldenview uses a middle school delivery model that is founded on the common middle school components to teaming, exploration, flexible scheduling, attention to the developmental needs of middle school students, and transitioning between division levels.

SCHOOL GOALS	
Goal	**Level of Achievement**
Develop computer based lesson plans for ASD standards.	Attained
Explore the possibility of student uniforms.	Partially Attained
Improve reading for identified students.	Partially Attained

BUDGET*	
1998-99 Expenditures	$3,559,444
1999-00 Budgeted Amount	$3,736,765
2000-01 Adopted Budget	$3,736,765
*Dollars budgeted or expended are general fund only.	

Goldenview Middle School Overview

School Report Card Statement

Goldenview Middle School **Connie Bensler**

The year at Goldenview was very hectic and fast-paced. We worked hard as a staff to emphasize those things were felt were important to our students. Not all areas of emphasis were part of the school goals. Since it was the third year of our existence, we felt we had worked out many of the getting starting problems but still needed to work on the concept of a middle school. Our teams changed slightly but by and large remained the same as before. We discovered a few things about our students' overall reading abilities but felt that we were serving them well academically in reading. The uniform issue is still in the air since there is a desire to slow down and make sure we have most parents on board before going forward with it. The continuation of using our technology to manage and instruct is huge for all of us. Not only will we continue to build our electronic lesson bank with lessons that are standards' based but we will expand them to a level where special education and gifted education differentiation is part of each lesson.

Next year, we are very focused in a couple of areas. We want to seriously prepare for uniforms with a widespread parental base of support. Academically, we want to work on two areas. We want to make being technologically literate part of everyday life at Goldenview. We are putting into place a literacy handbook with 9 competencies recognized and several levels for each competency attainable by students through a series of specific required tasks completed to a staff member's satisfaction. These will be tracked on student IDs with awards and recognitions when attained periodically. The other academic area we are concentrating on is that of a school wide research model that is technologically based and used by everyone at both grades. These two areas will help make students more successful in all academic areas and take advantage of the vast amount of technology currently available in the United States. We are very excited about these areas of focus.

We are all looking forward to another successful year at Goldenview Middle School.

Goldenview Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
868	85%	292	210	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
812.3	868.4	93.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	-	27	4
Mathematics	2	24	6
Science	-	27	4
Social Studies	-	28	3

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	5.0
Classroom Teachers	39.6	Bilingual Tutor	.45
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	5.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.6		
Nurses	1.0		
Special Programs: Bilingual Ed., Intensive needs site			

Goldenview Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
743	21	59	32	13	0	125
85%	2%	6%	2%	1%	0%	14%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	826	48	6%

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	40	36	76
Percent Not Promoted	8.8%	8.7%	8.8%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
868	39	28	22	22	111	12.8%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	68	37	24	15	767	0	911
% in One Sch.	70.59%	81.08%	79.17%	86.67%	93.87%	0.00%	91.11%
% in Same Sch.	32.35%	24.32%	12.50%	46.67%	47.20%	0.00%	44.24%

Goldenview Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	73	75
	No.	414	386
Reading Comprehension	%ile	79	76
	No.	414	386
Total Reading	**%ile**	**78**	**77**
	No.	414	386
Language Mechanics	%ile	77	73
	No.	414	386
Language Expression	%ile	71	70
	No.	414	386
Total Language	**%ile**	**76**	**72**
	No.	414	386
Math Computation	%ile	72	60
	No.	412	378
Math Concepts and Applications	%ile	82	84
	No.	412	379
Total Mathematics	**%ile**	**79**	**73**
	No.	412	378
Total Battery	**%ile**	**80**	**77**
	No.	410	373
Study Skills	%ile	70	62
	No.	412	380
Spelling	%ile	63	55
	No.	414	386
Science	%ile	83	90
	No.	412	380
Social Studies	%ile	76	76
	No.	412	380

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	78	77	78	N/A	N/A
7	Total Lang. Arts	76	74	73	N/A	N/A
7	Total Mathematics	79	75	77	N/A	N/A
8	Total Reading	77	78	79	N/A	N/A
8	Total Lang. Arts	72	74	72	N/A	N/A
8	Total Mathematics	73	77	75	N/A	N/A

Goldenview Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	446	414	92	6	1	25
8	407	386	94	0	5	16

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	280	26.1	34.3	39.6	75	78*
	Lang. Arts	280	42.9	35.4	21.8	81	76*
	Math	279	36.9	43.0	20.1	84	80*
8	Reading	341	27.3	43.1	29.6	78	78
	Lang. Arts	350	37.1	36.9	26.0	81	77*
	Math	348	33.3	45.4	21.3	77	73*

* Indicates Significant Difference in Means at .05 level.

Table 62

Gruening Middle School Overview

Statement of Program

Ernest Gruening Middle School will provide its 7th and 8th grade students instruction in language arts, social studies, math, science, health and physical education. Options for involvement in remedial and enriched course work are provided in language arts, math and science; exploratory opportunities in computers, music, industrial arts, arts and crafts and foreign language are also provided. Development of basic skills in traditional academic areas is stressed. Students will be provided opportunities to increase their awareness of career and leisure time activities. A full range of junior high club, intramural and interscholastic activities are made available to students on an extracurricular basis.

In addition to the standard program, the school will develop unit level plans to improve instruction and achievement in all basic skills areas. Computer assisted instruction will be incorporated into each curricular area. Development of positive student attitude, self-worth, and behavior will be a major focus toward improved school climate. Articulation with the feeder elementary schools and the high school will be emphasized as will increased communication with the parents and the community. A parent volunteer program will provide assistance in curricular and co-curricular areas.

SCHOOL GOALS

Goal	Level of Achievement
Each team to integrate reading into all core areas.	Attained
Improve spelling skills.	Partially Attained
Improve reading comprehension.	Attained
Improve school-home communications.	Attained

BUDGET*

1998-99 Expenditures	$2,909,005
1999-00 Budgeted Amount	$2,893,675
2000-01 Adopted Budget	$2,893,675

*Dollars budgeted or expended are general fund only.

Gruening Middle School Overview

School Report Card Statement

Gruening Middle School **Jim Hughes**

Gruening Middle School has entered the foundational and organizational stage of implementation of standards based education. Focus during the current school year was increasing student performance accountability. This was done by redirecting counselor efforts to weekly meetings with each instructional team, formation of a Student Services Committee, and formation of a Student Intervention Team. The focus and purpose was to discover student issues early, help teams with intervention strategies, increase breadth of the parent/school interface, and allow no student to slip quietly through the cracks. An outcome of the initiatives was increased teacher awareness of struggling students, development of an intervention program named S.O.A.R. S.O.A.R. was highly successful in that 80+% of students in the program improved their grades and parent involvement increased. The net affect was to increase student focus on academic achievement.

An outgrowth of the issues surrounding improving student academic performance was minor restructuring essential to begin a 4-teacher grade 7/8 teaching team. The new team presents new opportunities for all students. It will increase emphasis on language, history, and culture, create new opportunities for accelerated instruction, didactic instruction, and gifted instruction. The "Swing Team" will be the hinge between the two grades and serve as the "middle" of the middle school.

The District computer lease program begun last year enhanced out ability to increase the level of integration of technology with instruction. More teams built more units that caused the new Mac lab to be in constant use.

Overall, Gruening Middle School had a progressive and growthful year.

Gruening Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
601	71%	125	84	5

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
564.5	599.1	94.2%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
English	5	14	6
Mathematics	1	13	7
Science	-	14	11
Social Studies	-	11	9

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	28.0	Bilingual Tutor	.19
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	5.5	Custodians	6.0
Gifted Teachers	.8		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Migrant Ed., Special Ed. Intensive Service Site

Gruening Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
528	15	26	11	21	0	73
87%	2%	3%	1%	3%	0%	12%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	598	46	8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	28	22	50
Percent Not Promoted	9.3%	7.4%	8.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
601	60	37	10	12	119	19.8%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	32	12	16	21	557	0	638
% in One Sch.	68.75%	91.67%	81.25%	100.00%	89.41%	0.00%	88.56%
% in Same Sch.	28.13%	41.67%	43.75%	28.57%	42.73%	0.00%	41.54%

Gruening Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	72	70
	No.	294	290
Reading Comprehension	%ile	74	72
	No.	294	289
Total Reading	%ile	**75**	**73**
	No.	294	289
Language Mechanics	%ile	74	68
	No.	295	290
Language Expression	%ile	68	61
	No.	295	290
Total Language	%ile	**72**	**65**
	No.	295	290
Math Computation	%ile	62	55
	No.	294	292
Math Concepts and Applications	%ile	78	84
	No.	295	292
Total Mathematics	%ile	**72**	**71**
	No.	294	292
Total Battery	%ile	**75**	**72**
	No.	293	286
Study Skills	%ile	67	58
	No.	294	290
Spelling	%ile	55	52
	No.	295	290
Science	%ile	79	87
	No.	295	290
Social Studies	%ile	77	75
	No.	295	292

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	75	71	70	71	73
7	Total Lang. Arts	72	70	63	66	64
7	Total Mathematics	72	71	68	72	68
8	Total Reading	73	72	71	72	73
8	Total Lang. Arts	65	63	64	60	60
8	Total Mathematics	71	67	70	70	65

Gruening Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	298	295	98	3	0	0
8	299	292	97	0	0	7

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	231	21.6	42.4	35.9	73	76*
	Lang. Arts	232	37.1	42.7	20.3	79	73*
	Math	232	46.1	33.6	20.3	80	74*
8	Reading	238	25.2	38.2	36.6	71	74
	Lang. Arts	236	35.6	44.5	19.9	79	74*
	Math	240	27.1	40.4	32.5	72	73

* Indicates Significant Difference in Means at .05 level.

Table 63

Hanshew Middle School Overview

Statement of Program

We believe each student is a valued individual with unique physical, social, emotional and intellectual needs. Because all children learn, achieve, and succeed in different ways, the staff of Hanshew Middle School advocates high expectations and is dedicated to providing a supportive and challenging learning environment. Opportunities for success will be provided through instruction and experience in core subjects, physical education, and electives as well as higher level thinking skills, problem solving, wellness, self-control and responsible behavior.

Although desire to learn begins with self, we believe that educating children is a shared responsibility where everyone is actively engaged in learning. Our school is a place where everyone is actively engaged in learning. Our school is a place where positive relations and mutual respect among students, staff, parents and the community create and maintain a healthy nurturing and vital learning environment which supports and develops the human worth and dignity in each of us.

Students will encounter a future with unique opportunities and challenges as they live and work in a rapidly changing, complex society. Our goal is to prepare lifelong learners, who will become literate, self-disciplined, independent and confident individuals who take pride in themselves, communicate effectively and who make positive contributions to society.

SCHOOL GOALS

Goal	Level of Achievement
Implement school wide reading program.	Attained
Encourage "Character Counts" for safe environment.	Partially Attained
Increase spelling skills.	Attained

BUDGET*

1998-99 Expenditures	$3,982,758
1999-00 Budgeted Amount	$3,814,622
2000-01 Adopted Budget	$3,814,622

*Dollars budgeted or expended are general fund only.

Hanshew Middle School Overview

School Report Card Statement

Hanshew Middle School **Sherry Ellers**

Hanshew has continued to have a very productive year during the 1999-2000 school year. Two major focuses of time and energy revolved around the school wide reading implementation and full inclusion for our special education students. Both programs relied on the delivery model of the academic teams. On reviewing progress, it is felt that positive gains were made with both programs.

The reading program resulted in improved reading scores, less academic failures, and an overall feeling of moving in a positive direction. Initial concerns focused primarily on the high achieving students and the importance of the reading curriculum. Positive comments from students and parents indicated that this challenge was met.

The special education needs have been met through the core teams. All teams include a full time collaborator acting as a case manager. This model has been initially stressful for the teachers, but most teams are mastering creative approaches to meeting student needs. Special education academic success rate has improved with fewer failing grades. Students also continue to feel like a full team member and receive all the benefits that teaming provides.

One loss this year was the disbandment of the ASSIST team which was designed to help the severely at-risk students. This program was started last year, but received no extra funding. It too was a school wide project in which all of the staff agreed to add a student per class so that the two-person at-risk team could keep a lower teacher-student ratio. With this year's increased enrollment, we could not continue the program. It is hoped that in the future it may be possible again.

As Hanshew's school population continues to increase with more special needs and low academically functioning students, the staff and support groups continue to come up with new and creative approaches to educating all students. It is an exciting place to be.

Hanshew Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
907	90%	225	79	51

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
846.3	911.1	92.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	16	43	6
Mathematics	1	14	7
Science	1	28	10
Social Studies	1	25	6

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	.75
Classroom Teachers	41.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	7.6	Clerical Support Staff	6.0
Bilingual Teacher	6.5	Custodians	6.0
Gifted Teachers	.2		
Counselors	4.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

Hanshew Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
597	71	98	91	50	0	310
65%	7%	10%	9%	5%	0%	34%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	970	161	17%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	17	6	23
Percent Not Promoted	3.5%	1.4%	2.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
907	63	66	48	40	217	23.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	119	104	78	52	652	0	1,005
% in One Sch.	69.75%	84.62%	78.21%	92.31%	84.05%	0.00%	82.39%
% in Same Sch.	26.05%	33.65%	34.62%	30.77%	42.48%	0.00%	38.41%

Hanshew Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	53	61
	No.	464	405
Reading Comprehension	%ile	63	64
	No.	464	405
Total Reading	**%ile**	**60**	**64**
	No.	464	405
Language Mechanics	%ile	62	68
	No.	469	403
Language Expression	%ile	50	62
	No.	469	403
Total Language	**%ile**	**56**	**66**
	No.	469	403
Math Computation	%ile	55	49
	No.	470	407
Math Concepts and Applications	%ile	58	76
	No.	470	406
Total Mathematics	**%ile**	**57**	**63**
	No.	470	406
Total Battery	**%ile**	**58**	**67**
	No.	459	398
Study Skills	%ile	52	50
	No.	467	406
Spelling	%ile	47	50
	No.	468	403
Science	%ile	63	81
	No.	462	405
Social Studies	%ile	63	69
	No.	468	403

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	60	62	59	69	69
7	Total Lang. Arts	56	59	56	65	63
7	Total Mathematics	57	63	64	70	67
8	Total Reading	64	61	61	67	67
8	Total Lang. Arts	66	56	60	63	61
8	Total Mathematics	63	61	60	64	67

Hanshew Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	485	470	96	3	0	12
8	420	407	96	0	0	13

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	347	26.5	35.7	37.8	60	63*
	Lang. Arts	346	38.4	39.9	21.7	66	61*
	Math	345	41.2	41.2	17.7	69	61*
8	Reading	319	26.0	46.7	27.3	66	67
	Lang. Arts	326	24.5	42.0	33.4	66	60*
	Math	322	35.4	40.7	23.9	68	64*

* Indicates Significant Difference in Means at .05 level.

Table 64

Mears Middle School Overview

Statement of Program

Mears Middle School provides its 7th and 8th grade students with seven instructional periods. All students are enrolled in five required academic courses and two elective course. Options for involvement in remedial and gifted course work are provided in language arts, science, and mathematics. Exploratory opportunities are provided in the areas of computers, arts/crafts, industrial arts, home economics, business, foreign language, and music.

Although development of basic skills in traditional academic areas is emphasized, students are encouraged and provided opportunities to increase their awareness of career and leisure time activities. Intramural, interscholastic, and club activities are available to all junior high students on an extracurricular basis.

Positive student decorum and daily attendance are stressed. Through these efforts communication with parents will increase.

SCHOOL GOALS

Goal	Level of Achievement
Increase technology implementation.	Attained
Provide multiple opportunities for reading.	Partially Attained
Emphasize spelling.	Partially Attained
Maintain safe and secure environment	Attained

BUDGET*

1998-99 Expenditures	$4,207,770
1999-00 Budgeted Amount	$3,939,318
2000-01 Adopted Budget	$3,939,318

*Dollars budgeted or expended are general fund only.

Mears Middle School Overview

School Report Card Statement

Mears Middle School **Georgia Taton**

This year saw a continuation of the policies enacted last year. We went to a schedule that allowed longer blocks of time for teaming and the use of gymnasium facilities at lunchtime. Teams worked hard to integrate curriculum, cooperate on improving student behavior within teams and provide more team based activities. The staff supported the new teachers in the building and helped them to quickly function at a high level.

This was also a safe year at Mears with reductions in violent acts, lunchtime fights in the cafeteria and incidents of harassment in the classroom. The entire staff shepherded these issues and each team worked to provide a safe and secure environment. There was a committee of teachers that formed to address issues of hallway decorum and behavior. They worked to encourage teachers to come into the hallway and interact with students, they posted rules throughout the school and encouraged students to follow them and they came into the cafeteria to help students keep their mess confined to that area.

In the area of technology Mears made several strides this year. The amount of time that students spent in the computer lab increased and the activities that they engaged in became more varied. We also saw all classrooms become technologically connected to a standard approved by the district. Many teachers participated in after school computer classes and applied that knowledge into their classroom activities.

Mears continued to have a high attendance rate. Students expressed their feelings of being secure at school, feeling challenged in their classrooms and wanting to be here to be a part of what was happening here. Parents indicated their confidence in the school environment and a desire to have their kids involved in extra curricular activities.

Mears school goals reflected the district goals in the area of spelling, reading, school violence reduction and technology. We made substantial progress in all areas and will continue to improve where we can.

Mears Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
951	94%	260	165	107

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
934.6	959.4	97.4%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	4	26	2
Mathematics	-	23	9
Science	-	23	16
Social Studies	-	26	5

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	6.375
Classroom Teachers	47.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	8.0	Clerical Support Staff	7.0
Bilingual Teachers	1.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Mears Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
661	41	98	114	36	0	289
69%	4%	9%	11%	3%	0%	30%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	966	131	14%

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	0	2	2
Percent Not Promoted	0%	.4%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
951	56	68	45	51	220	23.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	126	130	43	39	716	1	1,055
% in One Sch.	73.81%	81.54%	83.72%	79.49%	84.50%	0.00%	82.56%
% in Same Sch.	31.75%	45.38%	46.51%	35.90%	40.08%	0.00%	39.81%

Mears Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	62	58
	No.	462	456
Reading Comprehension	%ile	65	61
	No.	462	456
Total Reading	**%ile**	**65**	**61**
	No.	462	455
Language Mechanics	%ile	68	64
	No.	461	453
Language Expression	%ile	56	52
	No.	461	454
Total Language	**%ile**	**63**	**58**
	No.	461	453
Math Computation	%ile	72	49
	No.	457	455
Math Concepts and Applications	%ile	69	75
	No.	457	454
Total Mathematics	**%ile**	**72**	**62**
	No.	457	454
Total Battery	**%ile**	**69**	**63**
	No.	445	437
Study Skills	%ile	62	49
	No.	462	455
Spelling	%ile	52	45
	No.	462	454
Science	%ile	67	80
	No.	460	455
Social Studies	%ile	71	66
	No.	457	456

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	65	62	65	63	64
7	Total Lang. Arts	63	58	67	60	57
7	Total Mathematics	72	66	73	69	67
8	Total Reading	61	68	67	65	60
8	Total Lang. Arts	58	63	65	61	51
8	Total Mathematics	62	72	70	71	63

Mears Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	473	462	97	9	0	2
8	475	456	96	3	5	6

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	292	20.9	33.9	45.2	62	69*
	Lang. Arts	294	35.0	38.8	26.2	68	65*
	Math	290	21.4	43.4	35.2	71	74*
8	Reading	365	31.2	42.5	26.3	64	63
	Lang. Arts	375	29.6	43.7	26.7	68	65
	Math	371	30.7	45.6	23.7	69	66*

* Indicates Significant Difference in Means at .05 level.

Table 65

Romig Middle School Overview

Statement of Program

Romig Middle School supports that mission of the Anchorage School District by providing an environment that allows students to develop to their highest potential and become productive citizens in an ever-changing, diverse society. All programs are designed to teach students fundamental skills as well as provide relevant exploratory activities for life and career planning. Enrichment and gifted classes are provided in language arts, science, and mathematics. Intramural, interscholastic, and club activities are available to all middle school students on an extracurricular basis.

We believe:
All students are entitled to a safe and supportive environment.
All students have the ability to learn at different rates and in varying styles.
Respecting and valuing individual and cultural diversity foster a spirit of community.
The family is the primary influence in the development of the individual.
The staff is responsible to help students develop cognitively, socially and emotionally.
Students share the responsibility for learning.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve reading.	Partially Attained
Complete Northwest Accreditation	Partially Attained
Crease study groups on "Standards-Base classroom", "Reading Across Curriculum", and "Communities to Motivate Students".	Attained

BUDGET*	
1998-99 Expenditures	$3,461,288
1999-00 Budgeted Amount	$3,494,909
2000-01 Adopted Budget	$3,494,909

*Dollars budgeted or expended are general fund only.

Romig Middle School Overview

School Report Card Statement

Romig Middle School

Sophia Masewicz

Romig Middle School is known for its diversity of programs and learners. Romig has a number of programs to address the specific needs of students:

Special Education - Learning Disabilities, Life Skills, Severely Emotionally Disturb Program, and special services for highly gifted students.
Spanish Immersion Program - 2 classes, school year 2000 - 01
Indian Education Tutorial Program
Bilingual Program
Alternative Program to Prevent School Failure
Peer Mediation Program

Over the past year and a half, Romig Middle School has been involved in the Northwest Accreditation comprehensive review process. The focus on school improvement has been examined through a five step process, organizing the staff into 5 different committees with the intent to analyze specific aspects of the school and to make recommendations to the next committee. The committees were as follows:
School and Community Profile
Missions and Belief
Desired Learner Results
Analysis of Current Practices and Organizational Effectiveness
Action Plan Committee.

The Action Plan Committee will continue its review of data and recommendations in the fall, 2000. Through a consensus process of determining the needs of students, the Action Plan Committee will create a plan for school improvement. The Plan will be implemented in the school year, 2000-01.

All staff members - certificated and classified - participated in the process. The committees did an outstanding job of analyzing the various aspects of the school - student and community profile, current instructional practices, expected student performance standards, and organizational structure. Many teachers were surprised by the findings. The information identified effective practices and clearly targeted the academic concerns for students.

This time consuming and arduous process was very beneficial. A Northwest Accreditation Response Team will meet with the staff to review the various reports and to give feedback on the Action Plan in November, 2000.

Our students are academically performing above the national norm - 60 plus percentile in language arts, reading, and math. Certain student populations need additional academic help to improve performance. These students have been given additional assistance in reading classes, math support classes, resource classes, Bilingual and Indian Education tutorial classes.

Next school year, each middle school team will have a reading and math support class to specifically address student deficiencies in these areas.

Romig Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
787	75%	201	109	86

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
704.4	759.7	92.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	3	25	3
Mathematics	2	19	6
Science	1	24	8
Social Studies	2	22	4

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	3.0
Classroom Teachers	34.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	8.0	Clerical Support Staff	6.0
Bilingual Teacher	2.0	Custodians	5.25
Gifted Teachers	4		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., School-Within-A-School

Romig Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
403	50	125	143	58	8	384
51%	6%	15%	17%	7%	1%	48%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	761	256	34%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	12	13	25
Percent Not Promoted	3%	5%	3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
787	86	118	68	46	318	40.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	156	161	61	60	441	10	889
% in One Sch.	54.49%	80.75%	68.85%	83.33%	78.23%	50.00%	73.90%
% in Same Sch.	30.13%	36.02%	29.51%	43.33%	38.55%	0.00%	35.88%

Romig Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	55	57
	No.	363	298
Reading Comprehension	%ile	61	60
	No.	364	299
Total Reading	**%ile**	**60**	**60**
	No.	363	298
Language Mechanics	%ile	71	63
	No.	365	299
Language Expression	%ile	54	49
	No.	365	299
Total Language	**%ile**	**64**	**56**
	No.	365	299
Math Computation	%ile	69	56
	No.	361	304
Math Concepts and Applications	%ile	66	74
	No.	361	303
Total Mathematics	**%ile**	**69**	**66**
	No.	361	303
Total Battery	**%ile**	**65**	**63**
	No.	352	286
Study Skills	%ile	60	47
	No.	361	306
Spelling	%ile	50	49
	No.	366	298
Science	%ile	65	79
	No.	361	306
Social Studies	%ile	64	60
	No.	359	306

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	60	60	58	57	57
7	Total Lang. Arts	64	60	58	58	51
7	Total Mathematics	69	68	63	59	61
8	Total Reading	60	63	56	56	54
8	Total Lang. Arts	56	60	57	55	49
8	Total Mathematics	66	66	64	62	59

Romig Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	396	365	92	6	3	22
8	339	306	90	2	5	26

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	2000 Mean
7	Reading	260	23.8	38.8	37.3	58	62*
	Lang. Arts	262	28.2	43.1	28.6	68	67
	Math	257	26.1	42.8	31.1	72	73
8	Reading	225	28.4	43.6	28.0	64	63
	Lang. Arts	236	32.6	43.2	24.2	68	68*
	Math	239	33.1	46.9	20.1	74	70*

* Indicates Significant Difference in Means at .05 level.

Table 66

Wendler Middle School Overview

Statement of Program
Wendler provides instruction for grades seven and eight. Students are provided seven class opportunities a day, all incorporated into a flexible middle school schedule. Two elective opportunities are available. Wendler is committed to the middle school characteristics of teaming, interdisciplinary instruction, affective education, exploration, flexible scheduling, and transition efforts. Gifted and Special Education services are provided through a collaborative and individually grouped process, depending upon needs and individual educational plans.

SCHOOL GOALS	
Goal	Level of Achievement
Implement reading program/target lowest quartile students.	Partially Attained
Implement standards-bases instruction.	Attained
Improve access to and benefit of technology.	Attained
Increase spelling achievement.	Partially Attained

BUDGET*	
1998-99 Expenditures	$3,990,603
1999-00 Budgeted Amount	$4,115,904
2000-01 Adopted Budget	$4,115,904

*Dollars budgeted or expended are general fund only.

Wendler Middle School Overview

School Report Card Statement

Wendler Middle School **Margo Bellamy**

The collaborative staff development project with Mears and Central provided ongoing and focused staff development opportunities in standards implementation throughout the year. Teachers in all three schools were encouraged to combine their expertise, share their ideas/concerns and teaching practices. All of which focused on standards.

Wendler's new Reading Program featured a class called Literacy Block, will be expanded next year to provide reading services to special needs students. The reading Program also featured the following components:

- A full time Reading Specialist was hired to plan our program and train staff.
- Training for all staff in how to implement reading strategies across the curriculum.
- All students were given the DRP (Degrees Of Reading Power) Test.
- Increase in the reading-based electives and extracurricular activities.
- Piloted a new program called PERKS for students,14-16 years old, who have not experienced success in middle school, but are capable, can read and are in school.

Great things were realized with technology this year but we still have a way to go to meet ASD standards in this area. This growth was made possible through the equitable distribution of new computers by the district, technology grants (ASD and Apple) technology donations from the public and business sectors, a building-wide technology focus (regarding budget and fundraising efforts), a detailed School Technology Plan and relentless Technology Coordinators (Lisa Sinnott & April Hoffman). Progress this year included:

- A dramatic increase in the number and quality of instructional computers.
- We met ASD technology standards with scanners, digital cameras and laser printers.
- 25 out of 54 of our classrooms now have Internet access.
- 4 classrooms have computers with AV cards.
- Increase in the number of ink jet printers(12), but still short of meeting standard.
- Computers that were capable of Internet connectivity were upgraded to 16 or 32 MB.
- Wendler's student to computer ratio improved to 11:1, but still falls short of the ASD standard of 5:1.
- All teachers were offered a computer and most have one on their desk, however only 11 staff (out of 80) have a Power Mac or G3, and only 1 of those meets the new computer standards. All staff have access to Email, electronic grading technology and telephone. Only telephone access is available from each classroom.

Spelling remains a challenge. While success was met in many ways, our efforts in this area will continue as we continue to prepare students to meet standards in Reading and Writing. We believe that sustained and measurable success in Spelling must be addressed within the context of meeting these standards and must be addressed across the curriculum in all subjects. Training all teachers to increase their comfort level in this areas requires time, commitment and patience.

Wendler Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
939	93%	195	75	68

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
859.0	939.8	91.4%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	5	23	5
Mathematics	3	19	10
Science	1	27	12
Social Studies	2	23	8

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	45.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.5
Special Education Teachers	9.0	Clerical Support Staff	6.0
Bilingual Teachers	1.0	Custodians	5.5
Gifted Teachers	.2		
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Wendler Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
570	137	109	70	53	0	369
60%	14%	11%	6%	5%	0%	39%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	945	228	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	40	40	80
Percent Not Promoted	8.8%	8.3%	8.6%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
939	59	71	63	56	249	26.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	141	81	154	61	619	0	1,056
% in One Sch	59.57%	82.72%	81.82%	73.77%	84.65%	0.00%	80.11%
% in Same Sch	33.33%	33.33%	41.56%	44.26%	42.16%	0.00%	40.34%

Wendler Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	53	56
	No.	442	471
Reading Comprehension	%ile	62	60
	No.	442	471
Total Reading	**%ile**	**60**	**60**
	No.	442	471
Language Mechanics	%ile	67	54
	No.	442	471
Language Expression	%ile	54	52
	No.	441	469
Total Language	**%ile**	**61**	**53**
	No.	440	468
Math Computation	%ile	51	43
	No.	442	470
Math Concepts and Applications	%ile	60	69
	No.	441	470
Total Mathematics	**%ile**	**56**	**56**
	No.	441	470
Total Battery	**%ile**	**60**	**57**
	No.	440	468
Study Skills	%ile	54	44
	No.	442	470
Spelling	%ile	47	44
	No.	442	471
Science	%ile	62	77
	No.	442	470
Social Studies	%ile	61	57
	No.	442	470

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
7	Total Reading	60	59	62	63	63
7	Total Lang. Arts	61	58	61	64	56
7	Total Mathematics	56	61	61	63	62
8	Total Reading	60	60	62	59	62
8	Total Lang. Arts	53	55	60	55	52
8	Total Mathematics	56	56	64	63	62

Wendler Middle School
Achievement Profile

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	452	442	97	0	1	9
8	486	471	96	2	4	9

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	347	24.5	36.3	39.2	58	63*
	Lang. Arts	345	29.9	38.6	31.6	64	66
	Math	348	39.4	40.8	19.8	67	60*
8	Reading	382	24.6	41.4	34.0	60	62
	Lang. Arts	382	33.5	41.6	24.9	64	66*
	Math	384	37.0	39.6	23.4	63	58*

* Indicates Significant Difference in Means at .05 level.

Table 67

Bartlett High School Overview

Statement of Program

The Bartlett High School staff is committed to the total growth of the student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world community.

As a staff, we recognize that students differ and we attempt to provide programs which afford every individual an equal opportunity to an education tailored to his/her needs. The school bears the responsibility of fostering an atmosphere wherein the student is challenged to strive for excellence. Recognizing the student's basic dignity and worth, we attempt to supply each student with the physical and mental experiences and skills for gathering knowledge, solving problems, thinking critically, communicating and developing and clarifying values.

SCHOOL GOALS

Goal	Level of Achievement
Increase student participation in community activities.	Attained
Improve reading for identified under-classmen.	Attained
Improve creative and critical thinking skills/Apply of everyday life.	Partially Attained
Develop technology comfort level in staff.	Attained

BUDGET*

1998-99 Expenditures	$7,168,803
1999-00 Budgeted Amount	$7,601,698
2000-01 Adopted Budget	$7,601,698

*Dollars budgeted or expended are general fund only.

Bartlett High School Overview

School Report Card Statement

Bartlett High School **Lewis Sears**

Bartlett is one of six large, comprehensive high schools in the Anchorage area offering grades nine through twelve. We remain "Dedicated to the Pursuit of Excellence." A significant part of our efforts were spent on organizing and planning for the administration of the "High School Graduation Qualifying Exam." It has brought a fresh sense of earnestness to academics. Teachers are focused more than ever upon standards-based lesson development and peer sharing.

We continue to nurture a commitment to our larger community. Bartlett was involved in dozens of volunteer activities this year. "Project Weed and Seed" also has proven to be a welcome addition to the community services in this area. Representatives from this organization have appeared at several Bartlett functions.

We also continue our commitment to reading as we set up a new Reading Center and avail ourselves of the work of two Reading Coordinators. Our new technology coordinator, Don Bladow, has worked closely with Pete Tyson and other staff members to provide a technical arena that all can use.

Finally, we remain committed to providing an environment in which every student can learn and achieve their highest academic potential through quality standards-based instructional programs. The school report card processes continue to allow data from a variety of individuals throughout the school's educational community. Our school goals and action plans continue to be a broad coordinated effort.

Bartlett High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,845	79%	222	0	87

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,611.7	1,786.4	90.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	6	47	12
Mathematics	10	48	5
Science	5	52	5
Social Studies	4	96	20

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	9.3125
Classroom Teachers	69.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	13.0
Special Education Teachers	13.8	Custodians	11.0
Special Education Counselor	1.0		
Bilingual Teacher	2.0		
Counselors	5.0		
ROTC Teacher	4.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Bartlett High School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
1,078	297	186	166	112	3	765
58%	16%	9%	8%	6%	0%	41%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	227	189	353	121	1,1494	7	2,091
Final Dropouts	40	17	18	10	60	0	145
Percent Dropouts	17.62%	8.99%	5.10%	8.26%	5.03%	0.0%	6.93%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,845	229	331	128	80	768	41.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	227	189	353	121	1,194	7	2,091
% in One Sch.	53.30%	69.31%	70.54%	71.90%	77.89%	42.86%	72.74%
% in Same Sch.	39.21%	57.14%	53.54%	60.33%	55.78%	14.29%	53.85%

Bartlett High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 9	GRADE 10
Reading Vocabulary	%ile	50	50
	No.	459	434
Reading Comprehension	%ile	55	56
	No.	460	435
Total Reading	**%ile**	**54**	**54**
	No.	459	434
Language Mechanics	%ile	59	54
	No.	457	423
Language Expression	%ile	55	50
	No.	455	422
Total Language	**%ile**	**57**	**52**
	No.	455	422
Math Computation	%ile	57	54
	No.	461	421
Math Concepts and Applications	%ile	66	65
	No.	462	422
Total Mathematics	**%ile**	**61**	**60**
	No.	460	421
Total Battery	**%ile**	**60**	**58**
	No.	437	401
Study Skills	%ile	55	48
	No.	457	422
Spelling	%ile	49	47
	No.	460	435
Science	%ile	65	61
	No.	455	421
Social Studies	%ile	64	59
	No.	459	421

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	54	55	60	57	62
10	Total Lang. Arts	52	49	53	52	51
10	Total Mathematics	60	58	62	59	56

Bartlett High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	495	462	93	13	0	20
10	482	435	90	10	0	37

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	286	286	270	253	263
SAT	Percent Tested	52.0%	46.8%	47.8%	49.4%	43.6%
	Verbal	511	503	522	506	512
	Math	515	499	510	492	499
ACT	Percent Tested	28.7%	25.9%	20.7%	22.9%	25.1%
	English	21.5	20.8	21.9	21.8	22.0
	Math	23.3	21.0	22.1	22.4	21.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.86	0.81	0.93	0.93
Mathematics	0.76	0.71	0.60	0.30
Science	0.80	0.81	0.76	0.48
Social Studies	0.83	0.83	0.92	1.09
Others	1.79	1.81	1.86	2.19
Total	5.04	4.97	5.07	4.99

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	371	41.5	39.1	19.4	63	55*
	Lang. Arts	361	27.4	45.4	27.1	57	58
	Math	374	22.7	44.7	32.6	61	63
10	Reading	346	29.5	41.6	28.9	55	55
	Lang. Arts	339	28.6	46.3	25.1	55	53
	Math	334	32.0	45.5	22.5	66	62*

* Indicates Significant Difference in Means at .05 level.

Table 68

Chugiak High School Overview

Statement of Program

The staff at Chugiak High School is dedicated to the improvement of instruction and achievement for students in grades nine through twelve. Emphasis is placed on community service, increasing parent volunteers, and mastery of basic skills. Chugiak High offers students choices of team or block classes and the ability to earn credit during our networking lunches.

SCHOOL GOALS	
Goal	**Level of Achievement**
Mastery in language arts/writing focus.	Attained
Mastery in language arts/reading focus.	Partially Attained
Practice inter-disciplinary activities to demonstrate synthesis of ideas.	Attained
Increase student involvement in activities.	Attained

BUDGET*	
1998-99 Expenditures	$7,282,988
1999-00 Budgeted Amount	$7,833,586
2000-01 Adopted Budget	$7,833,586

*Dollars budgeted or expended are general fund only.

Chugiak High School Overview

School Report Card Statement

Chugiak High School **Janet Christensen**

Chugiak had a very successful year. Three of our school report card goals were attained and another one was partially attained this year. We continued to implement our seven period day. We added a zero hour at the beginning of the day serving approximately 200 students. This enabled the school to better utilize its facilities.

Chugiak continued as one of four pilot high schools in the country implementing RCCP (reducing conflict creatively program) goals and continuing to develop a "peaceable high school." Staff members continue to take RCCP training. We were visited by Linda Lanteri, the originator of RCCP. The dean of students worked collaboratively with the staff and peer mediators to reduce suspensions and conflict in the school.

Chugiak High School continued to focus on academic competitions. For the fourth consecutive year the Chugiak Mock Trial Team and Chugiak Science Olympiad won state competition. Both teams went on to compete at the national level. The Chugiak Choir traveled to Italy and won two gold medals, a silver medal, and were awarded the title of Grand Champions at the international competition. The Chugiak DDF team won state championship medals. Both our Chugiak's basketball teams had the highest GPA at the state competition. The Chugiak varsity hockey team won first place at the state competition.

Chugiak's student government organized and implemented a student forum this year as a part of the school's positive action committee's recommendations. The forum met monthly to advise staff on numerous issues and concerns. The Students Against Destructive Decisions ran a positive campaign in the month of May helping to prevent any senior pranks this year.

Chugiak continues to have many parent volunteers working on a daily basis at the school. Parents work in classrooms, update the "Mustang in the News" bulletin board, help prepare for concerts, help with student travel, copy the newsletter, helped with the High School Qualifying Exam, and assisted with the closing of school. One of parent volunteers, Ellen Wood, was recognized by the school district as the High School parent volunteer of the year.

Chugiak will begin a remodeling project this summer that will eventually culminate in a total remodel of the school's physical plant. The remodel is aligned with the school's philosophy of personalizing education for students and creating a positive school climate.

Chugiak High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,026	117%	221	0	17

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,840.2	1,976.1	93.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	10	64	5
Mathematics	9	42	14
Science	5	49	10
Social Studies	5	50	21

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	6.0
Classroom Teachers	79.2	Clerical Support Staff	12.0
Librarians	1.0	Custodians	10.0
Special Education Teachers	12.4		
Bilingual Teachers	.4		
Counselors	6.0		
Nurses	1.0		

Special Programs:

Chugiak High School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
1,728	51	111	61	72	2	248
85%	2%	5%	2%	3%	0%	14%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	122	65	53	72	1,822	5	2,139
Final Dropouts	11	1	1	3	50	0	66
Percent Dropouts	9.02%	1.54%	1.89%	4.17%	2.74%	0.00%	3.09%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,026	142	204	46	21	413	20.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	122	65	53	72	1,822	5	2,139
% in One Sch.	71.31%	83.08%	83.02%	76.39%	86.44%	40.00%	84.95%
% in Same Sch.	56.56%	70.77%	64.15%	69.44%	63.17%	0.00%	63.11%

Chugiak High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	61	69
	No.	499	454
Reading Comprehension	%ile	67	71
	No.	499	456
Total Reading	**%ile**	**67**	**73**
	No.	499	454
Language Mechanics	%ile	64	64
	No.	498	458
Language Expression	%ile	63	67
	No.	499	458
Total Language	**%ile**	**64**	**67**
	No.	498	452
Math Computation	%ile	65	64
	No.	500	460
Math Concepts and Applications	%ile	75	77
	No.	500	461
Total Mathematics	**%ile**	**71**	**72**
	No.	500	460
Total Battery	**%ile**	**70**	**74**
	No.	498	445
Study Skills	%ile	62	62
	No.	500	463
Spelling	%ile	54	55
	No.	499	458
Science	%ile	72	76
	No.	499	461
Social Studies	%ile	70	72
	No.	498	457

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	73	70	72	70	69
10	Total Lang. Arts	67	63	65	63	62
10	Total Mathematics	72	72	72	72	74

Chugiak High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	539	500	92	6	3	30
10	505	463	91	3	0	39

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	395	412	372	253	263
SAT	Percent Tested	61.7%	70.1%	67.7%	47.8%	49.4%
	Verbal	530	533	519	506	515
	Math	539	550	321	492	499
ACT	Percent Tested	36.5%	30.8%	31.7%	22.9%	25.1%
	English	22.8	23.8	22.8	21.8	22.2
	Math	24.7	25.4	25.0	22.4	21.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.90	0.87	0.98	0.93
Mathematics	0.85	0.80	0.70	0.37
Science	0.84	0.81	0.79	0.43
Social Studies	0.85	0.84	1.03	1.04
Others	1.87	1.84	1.80	2.10
Total	5.31	5.16	5.29	4.87

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	420	39.5	39.0	21.4	73	68*
	Lang. Arts	413	27.4	42.9	29.8	64	65
	Math	418	21.8	45.7	32.5	68	72*
10	Reading	403	24.3	43.2	32.5	71	74*
	Lang. Arts	403	28.8	39.5	31.8	67	68
	Math	411	34.8	45.0	20.2	77	73*

* Indicates Significant Difference in Means at .05 level.

Table 69

Dimond High School Overview

Statement of Program

Dimond is a senior high school serving the southwest part of the Anchorage area plus students from Girdwood.

Dimond is a comprehensive high school which offers a comprehensive curriculum to prepare students for life after graduation. Students may be prepared for colleges and universities, vocational and trade schools, and/or other occupations in the community when they graduate. Basic graduation courses are required in English, social studies, science, mathematics, physical education, and personal finance. Elective areas include business education, art, music, foreign language, industrial arts, and home economics. Classes are also available for special education, bilingual, remedial, honors, and advanced placement students. Elective courses are available in the basic areas as well. In addition, a wide range of activities, including athletics, are available to students.

SCHOOL GOALS

Goal	Level of Achievement
Complete school improvement plan from accreditation.	Partially Attained
Develop comprehensive reading program.	Attained
Increase opportunities to use computers.	Attained

BUDGET*

1998-99 Expenditures	$7,712,176
1999-00 Budgeted Amount	$7,927,593
2000-01 Adopted Budget	$7,927,593

*Dollars budgeted or expended are general fund only.

Dimond High School Overview

School Report Card Statement

Dimond High School **Guy Okada**

The 1999-2000 school year was challenging to Dimond High School in many ways. We began the year with several directives including creation of a reading program, integrating technology into the curriculum, integrating a standards based approach to teaching, and preparing for the High School Graduation Qualifying Examination.

Dimond continues to emphasize staff development through a variety of opportunities and venues. Most of the in-service time this year was dedicated to reading, technology, interdisciplinary teaching, and standards. Through the TLC grant, teachers availed themselves of the many workshops and credit-courses offered in technology. A Title VI grant provided staff the opportunity to attend Roger Taylor's Institute on interdisciplinary learning which was shared with staff. A grant written by our Reading Coordinator will partially fund the coursework for six teachers to receive reading endorsement starting this summer.

Development of a reading program at Dimond started with the hiring of a qualified reading coordinator/teacher. Ms. Boyko headed our reading efforts which included a pilot reading program called Second Chance. Two teachers and one special education teacher along with our librarian formed our reading cadre for implementing Second Chance at Dimond. National education consultant, Beverly Showers, provided intensive training throughout the year and four classes were offered in the second semester for our ninth and tenth graders who read at the lowest level. The semester end results showed that our students gained 1.5 years during the one semester they were in Second Chance which far exceeds the expectations of our consultant. The program will continue during the next year. Additionally, staff development for teaching reading across the curriculum was provided during in-services and through individual consultation.

We conducted a second NetDay at Dimond in the fall to network 90% of the entire school. In the fall, 200 leased computers arrived allowing 98% of the teaching staff to have a computer in their classroom. M-hall computer lab was resurrected thus providing three computer labs for teacher use. Several teachers have small groupings of computers in their classrooms. Over the summer, electrical work will be done to meet fire code for the new computers and remaining areas of the school including the gym and the 19 relocatables will be networked.

Our reaccredidation effort continued with the goal of completion by the end of the school year. Our second facilitator went on pregnancy leave and was replaced by a third facilitator who developed a comprehensive staff involvement process. Our review committee met with the accreditation team mid-year and we were provided additional direction. In the second semester, the desired learner outcomes, school improvement plan and action steps were completed and shared with the review committee on May 30. It was agreed upon that because of the late date of our final meeting and the desire of the committee to speak to staff, a final meeting will be scheduled in October 2000.

This was a difficult year for staff and students as we grappled with our grief after losing a popular special education teacher to cancer, the death of a student who collapsed during gym class, the death of a student after a Saturday SAT class and the death of a special needs student.

While there were down moments throughout the year, Dimond was buoyed by several major recognitions: physical education teacher Dale Kephart was named National Sports and Physical Education Teacher of the Year and Erin Flynn was named one of two presidential scholars from the state of Alaska.

This was the first year for the administration of the High School Graduation Qualifying Examination for over 500 sophomores. Over 75% of our teachers and classes were rearranged to accommodate sequestering sophomores in one section of our school to facilitate the best testing environment we could offer. Our test was interrupted by the untimely death of a sophomore student during gym class and the final day of the test was postponed for three days. Many staff, parents and students commented on the disruption this high stakes test has on the normal operation of our school.

Planning for our new replacement facility continued in high gear. We completed the schematic phase and, by the end of the year, were nearing the end of the design development phase. The Dimond Design Advisory Committee met regularly with the project architects and engineers to provide input into the final design of our new building. Our schematic plans were approved by the School Board and the project remains on the timeline established.

Preparations for the construction of our new building shifted into high gear at the end of the school year. 19 relocatables will replace classrooms lost with the demolition of buildings G, K, and L. The loss of the small gym will have an effect on our PE and sports programs and adjustments will be necessary.

Dimond High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,120	97%	229	0	172

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,898.3	2,053.8	92.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	16	61	8
Mathematics	9	59	7
Science	11	56	7
Social Studies	8	58	18

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	14.0
Classroom Teachers	84.6	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	12.0
Special Education Teachers	15.0	Custodians	11.0
Bilingual Teachers	2.6		
Counselors, includes Bilingual	7.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Indian Ed., Special Ed. Intensive Service Site

Dimond High School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
1,531	85	169	244	88	0	405
72%	4%	7%	10%	4%	0%	27%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	185	269	96	91	1,652	0	2,293
Final Dropouts	28	10	7	2	101	0	148
Percent Dropouts	15.14%	3.72%	7.29%	2.20%	6.11%	0.00%	6.45%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,120	160	282	82	64	588	27.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	185	269	96	91	1,652	0	2,293
% in One Sch.	65.41%	81.41%	77.08%	87.91%	82.57%	0.00%	81.03%
% in Same Sch.	48.11%	52.04%	55.21%	57.14%	60.65%	0.00%	58.26%

Dimond High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	58	59
	No.	535	497
Reading Comprehension	%ile	68	64
	No.	535	497
Total Reading	**%ile**	**66**	**63**
	No.	535	497
Language Mechanics	%ile	65	65
	No.	535	497
Language Expression	%ile	63	57
	No.	535	496
Total Language	**%ile**	**64**	**62**
	No.	535	496
Math Computation	%ile	72	65
	No.	535	496
Math Concepts and Applications	%ile	77	74
	No.	535	496
Total Mathematics	**%ile**	**75**	**70**
	No.	535	496
Total Battery	**%ile**	**72**	**68**
	No.	535	495
Study Skills	%ile	61	55
	No.	535	495
Spelling	%ile	55	52
	No.	535	497
Science	%ile	73	69
	No.	534	495
Social Studies	%ile	70	66
	No.	534	495

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	63	65	62	64	51
10	Total Lang. Arts	62	59	55	55	61
10	Total Mathematics	70	70	68	67	72

Dimond High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	564	535	94	1	0	28
10	515	497	96	9	0	9

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	396	447	408	388	382
SAT	Percent Tested	64.6%	63.5%	62.5%	58.5%	61.5%
	Verbal	501	505	502	530	526
	Math	526	520	523	546	534
ACT	Percent Tested	29.5%	25.7%	27.9%	30.4%	29.3%
	English	22.0	21.3	22.1	22.6	22.0
	Math	24.2	23.6	23.5	24.1	23.1

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.91	0.95	0.97	0.95
Mathematics	0.90	0.90	0.82	0.52
Science	0.92	0.88	0.78	0.55
Social Studies	0.89	0.90	1.03	1.10
Others	1.88	1.86	1.82	2.15
Total	5.50	5.50	5.42	5.27

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	415	34.2	41.7	24.1	71	67*
	Lang. Arts	410	32.2	38.8	29.0	66	66
	Math	412	20.6	44.4	35.0	74	77*
10	Reading	419	28.6	45.1	26.3	66	65
	Lang. Arts	420	31.4	40.7	27.9	66	65
	Math	419	32.5	41.1	26.5	77	72

* Indicates Significant Difference in Means at .05 level.

Table 70

East High School Overview

Statement of Program

East High School is a comprehensive high school serving students in grades 9-12. Students and teachers at East are served by a support system of academic specialists, academic alternatives, facility services, and a central administration.

The school offers a variety of educational opportunities structured within the requirements set by the Anchorage School District. East High has incorporated a philosophy of alternative education departments such as Bilingual courses and counseling, Career Center programs, Elitnaurvik Within East (EWE) Indian Education, Honors and advanced placement courses, School-Within-a-School (SWS), and academic alternatives through the Benny Benson SAVE and SEARCH programs. The school promotes excellence in both academic and vocational education within and outside the unit. There is also a variety of fine arts choices for all students. East High is dedicated to the maintenance and improvement of these existing programs.

SCHOOL GOALS

Goal	Level of Achievement
Develop school reading program.	Attained
Improve use of technology in classroom.	Attained
Increase minority parent involvement, especially in academics.	Not Attained

BUDGET*

1998-99 Expenditures	$7,134,887
1999-00 Budgeted Amount	$7,756,638
2000-01 Adopted Budget	$7,756,638

*Dollars budgeted or expended are general fund only.

East High School Overview

School Report Card Statement

East High School **Cynthia McCray**

As part of our ongoing efforts to improve and truly prepare our students to the challenges of the 21st century, we continue to collaborate our true world of diversity! We are fortunate to have one of the highest diversity rates within ASD, specifically, 47%. Within that 47% our students represent a myriad of about 27 cultures. Such diversity provides rich opportunities for growth, social development and a caring community. Our students and staff have many opportunities to work through questions, conflicts and competition between the various groups and subgroups. These opportunities are provided through RCCP, ESL Artist in Residence, clubs, sports, co-curricular activities, cultural fairs and day-to-day interactions. There is genuine and sincere belief that the diversity of the student population is one of its greatest strengths. If we go beyond the obvious reference to the reality of the ethnic populations; one would find rapport of "peace" and provide prevalence throughout the school.

We have consistently worked to promote understanding, acceptance and appreciation between cultures. The academic atmosphere at East is one of support, advancement, safety, high standards and compassion. As a staff we continue to support and develop student leadership beyond the surface level with organizations such as Student Government, PRAC, SWS/SAB, EWE/SAB, International Club and technology assistants.

East High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,962	87%	252	0	234

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,714.5	1,858.5	92.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	16	52	10
Mathematics	14	47	7
Science	10	49	7
Social Studies	8	54	14

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	6.0
Classroom Teachers	61.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	2.0
Special Education Teachers	19.0	Clerical Support Staff	9.0
Bilingual Teachers	4.0	Custodians	11.0
Counselors	6.0		
Nurses	2.0		
Special Programs:			

East High School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
969	265	290	308	127	1	731
49%	13%	14%	15%	6%	0%	50%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	326	347	286	140	1,061	20	2,180
Final Dropouts	51	32	20	15	46	3	167
Percent Dropouts	15.64%	9.22%	6.99%	10.71%	4.34%	15.00%	7.66%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,962	200	350	140	93	783	39.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	326	347	386	140	1,061	20	2,180
% in One Sch.	58.59%	70.03%	72.73%	72.86%	79.55%	45.00%	73.26%
% in Same Sch.	48.16%	49.86%	56.64%	59.29%	57.59%	10.00%	54.50%

East High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	44	50
	No.	492	458
Reading Comprehension	%ile	53	60
	No.	492	459
Total Reading	**%ile**	**50**	**56**
	No.	491	458
Language Mechanics	%ile	52	60
	No.	495	462
Language Expression	%ile	48	51
	No.	495	463
Total Language	**%ile**	**50**	**56**
	No.	495	462
Math Computation	%ile	57	56
	No.	495	463
Math Concepts and Applications	%ile	64	69
	No.	496	464
Total Mathematics	**%ile**	**60**	**63**
	No.	495	463
Total Battery	**%ile**	**55**	**61**
	No	491	458
Study Skills	%ile	49	52
	No.	496	464
Spelling	%ile	48	53
	No.	493	462
Science	%ile	60	64
	No.	496	464
Social Studies	%ile	61	60
	No.	496	464

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	56	53	56	57	64
10	Total Lang. Arts	56	50	51	52	54
10	Total Mathematics	63	57	58	62	64

East High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	522	496	95	0	2	24
10	500	464	92	0	0	46

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	323	380	332	374	346
SAT	Percent Tested	60.9%	55.5%	56.3%	62.0%	55.8%
	Verbal	504	514	533	506	522
	Math	510	518	539	500	516
ACT	Percent Tested	22.3%	14.2%	15.1%	17.1%	19.9%
	English	21.6	21.4	23.3	21.3	21.8
	Math	23.3	22.6	24.0	23.1	21.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.90	0.91	1.03	1.03
Mathematics	0.84	0.79	0.73	0.39
Science	0.82	0.77	0.77	0.49
Social Studies	0.85	0.87	1.00	1.05
Others	1.80	1.82	1.73	2.16
Total	5.21	5.17	5.25	5.12

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	375	38.1	38.4	23.5	56	51*
	Lang. Arts	370	28.6	42.2	29.2	49	50
	Math	374	16.6	47.1	36.4	54	60
10	Reading	369	20.1	45.8	34.1	56	61*
	Lang. Arts	375	26.1	45.3	28.5	58	60
	Math	375	29.1	42.4	28.5	66	66

* Indicates Significant Difference in Means at .05 level.

Table 71

Service High School Overview

Statement of Program

Service High School provides a comprehensive instructional program to students in grades 9-12. It provides instruction from remedial levels through advanced placement college level courses. In addition, a variety of vocational education courses are offered. Besides the regular teaching staff, the school has a psychologist, a speech therapist, a nurse, a bilingual tutor, a special education counselor, and regular counselors.

It is the major Community School for the Hillside area.

The performing and visual arts programs are an integral part of both the curricular and extracurricular program. The extracurricular program is complete with equal opportunity for males and females.

The community is actively involved in the school's program.

SCHOOL GOALS	
Goal	**Level of Achievement**
Improve reading skills for identified students.	Attained
Improve communication.	Attained
Improve student safety and security procedures.	Attained

BUDGET*	
1998-99 Expenditures	$7,859,014
1999-00 Budgeted Amount	$8,371,827
2000-01 Adopted Budget	$8,371,827

*Dollars budgeted or expended are general fund only.

Service High School Overview

School Report Card Statement

Service High School **Steven Cline**

Service High School had a very successful school year. All three of our School Report Card goals were attained. The Service PTSA continued their huge support of the high school with both monetary support and volunteer support for Service. The Seminar School, Service's School-Within-A-School, has continued with strong student, teacher, administrative, and community support. 237 Service students took 445 Advanced Placement exams - again the most ever for Service High School.

Diversity issues were addressed in several ways. Our Diversity Workshops have continued with increased involvement from the student body. Service also hosted the NAACP Multi-Cultural Youth Fair. We also initiated/hosted/organized the 2nd Annual District-Wide Black History Bowl.

Extracurricular activities were very successful this year at Service. Our Football, Gymnastics, Volleyball, Girls' Swimming, Wrestling, Hockey, Boys' Cross Country Skiing, Girls' Cross Country Skiing, and Girls' Soccer teams were all Region IV Champions. Our Football, Volleyball, Wrestling, Boys' Cross Country Skiing, Girls' Cross Country Skiing, Competitive Cheerleaders and Girls' Soccer teams were all State Champions. Our Hockey and DDF teams won the Academic Award. Our music department was named one of only 100 Grammy Award winners in the country.

We began several new programs this year. A 9th grade At-Risk team was created utilizing two teachers and two counselors to help these students in their transition to high school. This team was so successful that it will be expanded to the 10th grade next year. A new reading program was begun. Our focus was the group of students in the lowest quartile of the CAT test in reading. This will continue next year. Our math curriculum was enhanced by the addition of AP Statistics, AP Calculus C, and Advanced Algebra/Statistics. Our World Language Department earned The National Sony Grant for next year to improve World Language instruction. We also tackled the new High School Graduation Qualifying Exam and anxiously await the results. Our counseling staff began a program to help the entire freshman class in their transition to high school.

Service High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,330	111%	205	0	63

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
2,130.5	2,279.2	93.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	67	18
Mathematics	2	58	18
Science	0	65	13
Social Studies	2	58	27

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	3.75
Classroom Teachers	78.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	12.0
Special Education Teachers	11.6	Custodians	11.0
Bilingual Teachers	1.0		
Counselors	6.0		
Nurses	1.0		
Special Programs: Bilingual Ed., Community School			

Service High School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
1,927	52	146	143	61	0	290
82%	2%	5%	5%	2%	0%	17%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	162	154	62	72	2,022	0	2,472
Final Dropouts	9	7	1	4	54	0	75
Percent Dropouts	5.56%	4.55%	1.61%	5.56%	2.67%	0.00%	3.03%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,330	138	199	90	42	469	20.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	162	154	62	72	2,022	0	2,472
% in One Sch.	78.40%	81.17%	72.58%	72.22%	87.49%	0.00%	85.68%
% in Same Sch.	56.17%	51.95%	53.23%	41.67%	63.11%	0.00%	61.08%

Service High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	63	69
	No.	612	480
Reading Comprehension	%ile	74	76
	No.	613	481
Total Reading	**%ile**	**72**	**75**
	No.	612	480
Language Mechanics	%ile	69	70
	No.	616	482
Language Expression	%ile	68	67
	No.	616	482
Total Language	**%ile**	**69**	**69**
	No.	615	481
Math Computation	%ile	69	71
	No.	617	482
Math Concepts and Applications	%ile	80	80
	No.	617	483
Total Mathematics	**%ile**	**76**	**76**
	No.	617	482
Total Battery	**%ile**	**76**	**77**
	No.	611	476
Study Skills	%ile	70	66
	No.	617	483
Spelling	%ile	58	55
	No.	615	482
Science	%ile	79	81
	No.	616	484
Social Studies	%ile	79	75
	No.	616	485

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	75	70	72	68	72
10	Total Lang. Arts	69	64	66	59	62
10	Total Mathematics	76	74	75	72	69

Service High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	664	617	92	0	0	47
10	537	485	90	5	4	43

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	468	445	456	448	491
SAT	Percent Tested	74.1%	75.2%	65.4%	64.1%	63.1%
	Verbal	542	529	543	538	546
	Math	549	540	551	545	553
ACT	Percent Tested	54.4%	46.9%	48.0%	43.1%	52.3%
	English	22.6	22.4	22.9	21.8	22.6
	Math	24.4	23.4	24.5	24.2	23.5

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	0.95	0.92	0.98	0.96
Mathematics	0.94	0.89	0.83	0.57
Science	0.87	0.88	0.88	0.63
Social Studies	0.91	0.91	0.97	1.08
Others	1.93	1.88	1.84	2.02
Total	5.59	5.47	5.50	5.26

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	522	35.6	42.3	22.0	76	72*
	Lang. Arts	513	28.7	44.1	27.3	71	71
	Math	521	22.6	43.4	34.0	74	77*
10	Reading	419	26.5	39.4	34.1	76	77
	Lang. Arts	420	30.2	43.3	26.4	73	72
	Math	423	32.4	43.7	23.9	80	79

* Indicates Significant Difference in Means at .05 level.

Table 72

West High School Overview

Statement of Program

All students at West will receive instruction in language arts, social studies, mathematics, science, physical education/health and personal finance. In addition, students will have opportunities to pursue interests in the elective areas of art, business, foreign language, home economics, industrial arts, ROTC and music. The program is designed to strengthen basic academic and nonacademic skills and provide opportunities for in-depth development of academic and nonacademic areas of study related to both college entry and career entry needs. A full high school club, intramural and interscholastic sports and activities program is available to all students on an extracurricular basis.

Department goal emphasis is on increased academic excellence, higher student expectations and improved student performance. Specialized academic offerings range from advanced placement to work study.

SCHOOL GOALS

Goal	Level of Achievement
Continue reading, writing, and spelling across curriculum.	Attained
Improve staff communications, professional expectations, and collegiality.	Attained
Work on collaboration among departments, including special education.	Attained
Improve school safety and climate.	Attained

BUDGET*

1998-99 Expenditures	$6,272,706
1999-00 Budgeted Amount	$7,093,632
2000-01 Adopted Budget	$7,093,632

*Dollars budgeted or expended are general fund only.

BEST COPY AVAILABLE

West High School Overview

School Report Card Statement

West High School Lance Bowie

No Statement provided.

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West High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,674	92%	235	44	127

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,389.8	1,580.2	87.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	10	41	10
Mathematics	12	42	2
Science	5	46	2
Social Studies	6	46	10

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	9.0
Classroom Teachers	68.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	2.0
Special Education Teachers	12.5	Clerical Support Staff	11.0
Title I Teacher	1.0	Indian Ed Supervisor	1.0
Bilingual Teachers	4.5	Custodians	12.5
Counselors	5.0	Tutor	1.0
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

West High School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
915	167	197	263	117	13	592
54%	9%	10%	14%	6%	0%	45%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	272	304	196	136	998	24	1,930
Final Dropouts	50	37	25	19	69	4	204
Percent Dropouts	18.38%	12.17%	12.76%	13.97%	6.91%	16.67%	10.57%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,674	211	358	136	98	803	48.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	272	304	196	136	998	24	1,930
% in One Sch.	46.69%	67.43%	58.16%	60.29%	78.66%	29.17%	68.39%
% in Same Sch.	41.91%	53.95%	46.43%	41.18%	54.91%	4.17%	50.47%

West High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	47	49
	No.	453	347
Reading Comprehension	%ile	54	56
	No.	453	344
Total Reading	**%ile**	**52**	**54**
	No.	452	344
Language Mechanics	%ile	56	55
	No.	454	351
Language Expression	%ile	52	48
	No.	454	352
Total Language	**%ile**	**55**	**52**
	No.	453	351
Math Computation	%ile	61	51
	No.	453	351
Math Concepts and Applications	%ile	67	64
	No.	450	350
Total Mathematics	**%ile**	**64**	**58**
	No.	446	343
Total Battery	**%ile**	**60**	**56**
	No.	438	325
Study Skills	%ile	53	43
	No.	451	350
Spelling	%ile	50	46
	No.	456	345
Science	%ile	65	60
	No.	443	359
Social Studies	%ile	63	56
	No.	443	358

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-94
10	Total Reading	54	54	55	53	56
10	Total Lang. Arts	52	50	53	49	47
10	Total Mathematics	58	61	60	58	58

West High School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	495	456	93	0	0	9
10	424	359	84	0	0	65

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	258	308	281	246	248
SAT	Percent Tested	53.8%	54.5%	45.9%	56.9%	45.4%
	Verbal	527	534	515	511	517
	Math	515	527	522	519	519
ACT	Percent Tested	-	18.1%	12.8%	14.2%	12.9%
	English	-	22.3	19.7	19.5	21.4
	Math	-	23.5	21.4	22.1	21.1

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	0.87	0.87	0.96	0.91
Mathematics	0.80	0.70	0.52	0.35
Science	0.87	0.75	0.74	0.49
Social Studies	0.84	0.85	0.94	1.01
Others	1.79	1.65	1.75	2.05
Total	5.16	4.82	4.92	4.81

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
9	Reading	331	39.0	41.4	19.6	67	60*
	Lang. Arts	319	27.6	42.6	29.8	63	61
	Math	322	23.3	46.6	30.1	69	69
10	Reading	279	24.7	38.4	36.9	54	57
	Lang. Arts	284	33.8	35.9	30.3	58	55
	Math	276	39.9	40.6	19.6	69	62*

* Indicates Significant Difference in Means at .05 level.

Table 73

Aquarian School Overview

Statement of Program

This charter school serves students in grades K-6 and is housed in the old Northern Lights ABC School. Our program philosophy statement says our school is established for motivated, high-achieving elementary students in grades K-6. Parents have high expectations for their children and their educational setting. The instructional program follows many aspects of the curriculum of the Anchorage School District with an opportunity for Spanish in all grades, strong infusion of art, music, and technology. The program has an emphasis on academics with application through field studies and thematic curriculum. Teachers differentiate instruction to meet individual needs incorporating all the learning modalities.

SCHOOL GOALS

Goal	Level of Achievement
Students involved in comprehensive reading program.	Partially Attained
Students will write at a level meeting or exceeding state performance standards.	Partially Attained
Master core spelling.	Attained
Solid core curriculum provided to students.	Attained
Enhance parent involvement.	Partially Attained

BUDGET*

1998-99 Expenditures	$466,126
1999-00 Budgeted Amount	$1,332,488
2000-01 Adopted Budget	$1,332,488

*Dollars budgeted or expended are general fund only.

Aquarian School Overview

School Report Card Statement

Aquarian **Cynthia Stiegele**

The 1999 - 2000 school year has proven to be the most challenging year as a charter school. We doubled our student population, which means also doubling the number of staff and parents. It was like starting the first year over again providing information to parents and bringing the new staff and families to a level of understanding of the Aquarian philosophy.

Much of our time this year was focusing on facility issues - split campuses in the fall and moving from portable classrooms and trailers to a new facility over the winter break. It was a new experience for many of our students. It was the first time our staff had worked together in one facility.

Our students continue to succeed. Morale is high and students and parents want to be here. 96% of our students are returning next year. Only one teacher is leaving - she is moving out of Anchorage. We have a waiting list larger than our current enrollment.

Next year, our efforts will concentrate on curriculum, instruction, and assessment. We will focus on becoming a Professional Learning Community where teachers, parents and students are partners in education. We have become a community school even though our families come from all over - from South Anchorage to Wasilla. Our community continues to be strengthened by the commitment and dedication of our families.

We look forward to next year.

Aquarian School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
188	N/A	25	6	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
190.5	203.5	93.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	1	-
Intermediate	-	-	-
Combination	-	7	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers	12.0	Clerical Support Staff	1.0
Special Education Teachers	.2	Teacher Assistants/Aides	11
Special Programs: Bilingual Ed.			

Aquarian School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
127	22	13	12	14	0	61
67%	11%	6%	6%	7%	0%	32%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	160	42	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
188	15	11	21	43	90	47.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	17	14	27	19	158	0	235
% in One Sch.	82.35%	85.71%	48.15%	68.42%	74.05%	0.00%	71.91%
% in Same Sch.	29.41%	35.71%	33.33%	10.53%	33.54%	0.00%	31.49%

Aquarian School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	73	62	44
	No.	17	21	18	16
Reading Comprehension	%ile	68	67	48	59
	No.	17	21	18	16
Total Reading	**%ile**	**70**	**73**	**57**	**52**
	No.	17	21	18	16
Language Mechanics	%ile	61	69	45	62
	No.	17	20	18	16
Language Expression	%ile	68	69	48	43
	No.	17	21	18	16
Total Language	**%ile**	**66**	**72**	**47**	**51**
	No.	17	20	18	16
Math Computation	%ile	63	80	57	73
	No.	17	21	18	16
Math Concepts and Applications	%ile	67	80	65	83
	No.	17	21	18	16
Total Mathematics	**%ile**	**67**	**81**	**61**	**78**
	No.	17	21	18	16
Total Battery	**%ile**	**70**	**80**	**57**	**62**
	No.	17	20	18	16
Word Analysis	%ile	69			
	No.	17			
Study Skills	%ile		77	56	61
	No.		19	16	15
Spelling	%ile	61	61	44	43
	No.	17	21	18	16
Science	%ile	69	69	53	47
	No.	17	19	16	15
Social Studies	%ile	74	61	64	52
	No.	17	19	16	15

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	73	56	69	N/A	N/A
4	Total Lang. Arts	72	53	73	N/A	N/A
4	Total Mathematics	81	63	82	N/A	N/A
6	Total Reading	52	62	N/A	N/A	N/A
6	Total Lang. Arts	51	57	N/A	N/A	N/A
6	Total Mathematics	78	63	N/A	N/A	N/A

Aquarian School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	21	17	80	0	0	4
4	21	21	100	0	0	0
5	20	18	90	0	0	2
6	16	16	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	6	50.0	16.7	33.3	80	77
	Lang. Arts	6	33.3	16.7	50.0	67	75
	Math	6	16.7	-	83.3	68	94*
5	Reading	6	16.7	66.7	16.7	58	58
	Lang. Arts	6	16.7	66.7	16.7	61	55
	Math	6	-	33.3	66.7	66	84*
6	Reading	6	16.7	50.0	33.3	69	75
	Lang. Arts	6	50.0	33.3	16.7	89	83
	Math	6	16.7	16.7	66.7	84	90

* Indicates Significant Difference in Means at .05 level.

Table 74

Benson Secondary School Overview

Statement of Program

"Benny Benson Secondary School combines the SEARCH Program for middle school students and the Benson SAVE Program for 9-12th grade students. Both programs are for students who have not experienced success in traditional schools due to non-attendance, academic failure and/or behavioral or personal problems that interrupted the student's progress in school. Both programs are highly structured with strict requirements for regular attendance, consistent academic progress and positive student decorum.

Students are referred from all the middle schools in Anchorage to fill the maximum enrollment of 100 students in the SEARCH Program. Whereas attention is given to the individual needs of the students, classes are teacher directed and instructional delivery is class oriented. Use of technology is well integrated into the overall educational program. There is a strict system of behavioral management that allows students to focus on their academic goals.

Students are referred to Benson SAVE from Bartlett, Chugiak and East High Schools. A full day program is available for 9th and 1st semester 10th grade students. 2nd semester 10th, all 11th and all 12th grade students receive a half day program at Benson and have a 1/2 day vocational program on the job or in one of the King Career Center vocational classes. Benson SAVE is work/study school. Students prepare for the job market and to meet the academic requirements for graduation. Instruction is individualized and self-paced, with a minimum requirement for remaining enrolled. Benson SAVE also has strict discipline policies and a requirement for regular attendance."

SCHOOL GOALS

Goal	Level of Achievement
Implement writing standards across curriculum.	Attained
Develop comprehensive reading program.	Attained

BUDGET*

1998-99 Expenditures	$1,028,971
1999-00 Budgeted Amount	$1,114,397
2000-01 Adopted Budget	$1,114,397

*Dollars budgeted or expended are general fund only.

Benson Secondary School Overview

School Report Card Statement

Benny Benson Secondary School **Barbara Garrison**

Both of our goals were standards based, school wide and cross curricular. Teachers focused weekly staff meetings, in-services and teacher team appraisal goals at attaining the goals of the School Action Plan. Additionally, there was a heightened sense of focus brought on by the Benchmark and High School Graduation Qualifying Exam which were both administered for the first time. Further, teachers elected to use the "alternate" appraisal format and, as instructional teams, developed projects that addressed the school action goals. Using the in-service days to evaluate these projects and make further plans brought it all together. As principal, my goal was to aim all these efforts at the same target, the school action plan, as well. Through this combined effort, I believe we had an impact on students' reading and writing skills. Students' grades, academic promotions and test scores all support the impression that this was a successful year for the students at Benny Benson Secondary School.

Benson Secondary School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Search	99	108%	14	0	7
Benson	216	94%	31	0	15

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Search	77.7	87.3	89.0%
Benson	172.2	199.0	86.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	15	-	-
Mathematics	9	-	-
Science	6	-	-
Social Studies	10	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutor	.6
Classroom Teachers	17.0	Clerical Support Staff	2.0
Special Education Teachers	2.0	Custodians	1.3
Nurses	1.0		
Special Programs:			

Benson Secondary School Characteristics

ETHNICITY REPORT - OCTOBER 1999

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
Search	47	12	27	6	4	3	52
	47%	12%	27%	6%	4%	3%	52%
Benson	120	30	39	9	8	10	96
	55%	13%	17%	3%	3%	4%	44%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Search	98	51	52%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Search							
Enrollment	53	12	23	8	79	3	178
Final Dropouts	29	7	10	1	33	1	81
Percent Dropouts	54.72%	58.33%	43.48%	12.50%	41.77%	33.33%	45.51%
Benson							
Enrollment	73	17	47	17	177	12	343
Final Dropouts	36	8	18	6	75	4	147
Percent Dropouts	49.32%	47.06%	38.30%	35.29%	42.37%	33.33%	42.86%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Search	99	67	148	36	67	318	321.2%
Benson	216	37	183	16	93	329	152.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Search							
Number	53	12	23	8	79	3	178
% in One Sch.	5.66%	25.00%	8.70%	0.00%	3.80%	33.33%	6.74%
% in Same Sch.	11.32%	25.00%	0.00%	25.00%	7.59%	0.00%	9.55%
Benson							
Number	73	17	47	17	177	12	343
% in One Sch.	17.81%	23.53%	25.53%	23.53%	32.77%	41.67%	27.99%
% in Same Sch.	25.66%	17.65%	34.04%	29.41%	28.81%	66.67%	29.45%

Benson Secondary School
Achievement Profile

BENSON/SEARCH CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	37	46
	No.	38	31
Reading Comprehension	%ile	40	37
	No.	38	31
Total Reading	**%ile**	**39**	**41**
	No.	38	31
Language Mechanics	%ile	31	45
	No.	38	31
Language Expression	%ile	26	33
	No.	38	31
Total Language	**%ile**	**27**	**38**
	No.	38	31
Math Computation	%ile	31	23
	No.	35	36
Math Concepts and Applications	%ile	41	47
	No.	35	36
Total Mathematics	**%ile**	**35**	**33**
	No.	35	36
Total Battery	**%ile**	**33**	**37**
	No.	35	30
Study Skills	%ile	34	28
	No.	35	36
Spelling	%ile	27	33
	No.	38	31
Science	%ile	48	61
	No.	35	36
Social Studies	%ile	35	37
	No.	35	36

Benson Secondary School
Achievement Profile

BENSON/SAVE CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	37	27
	No.	33	31
Reading Comprehension	%ile	40	41
	No.	33	31
Total Reading	**%ile**	**40**	**33**
	No.	33	31
Language Mechanics	%ile	28	28
	No.	33	31
Language Expression	%ile	19	20
	No.	33	31
Total Language	**%ile**	**22**	**23**
	No.	33	31
Math Computation	%ile	28	25
	No.	33	26
Math Concepts and Applications	%ile	40	44
	No.	33	27
Total Mathematics	**%ile**	**33**	**33**
	No.	33	26
Total Battery	**%ile**	**30**	**30**
	No.	32	25
Study Skills	%ile	34	23
	No.	33	27
Spelling	%ile	38	33
	No.	33	31
Science	%ile	40	39
	No.	33	27
Social Studies	%ile	36	36
	No.	33	27

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
8	Total Reading	41	44	46	26	37
8	Total Lang. Arts	38	29	32	24	24
8	Total Mathematics	33	27	30	23	29
10	Total Reading	33	22	41	37	37
10	Total Lang. Arts	23	29	31	34	28
10	Total Mathematics	33	33	23	34	29

Benson Secondary School
Achievement Profile

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	35	38	108	0	0	0
8	28	31	110	0	0	0
9	46	33	71	0	0	13
10	34	31	91	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION[1]

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-
Others	-	-	-	-
Total	-	-	-	-

[1] Information not available through ASD computerized grade reporting system.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	N/A	-	-	-	-	-
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-
8	Reading	1	-	100.0	-	14	48
	Lang. Arts	1	-	-	100.0	35	53
	Math	2	-	50.0	50.0	7	8
9	Reading	N/A	-	-	-	-	-
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-
10	Reading	13	30.8	30.8	38.5	38	35
	Lang. Arts	13	53.8	15.4	30.8	18	20
	Math	10	50.0	30.0	20.0	36	25

* Indicates Significant Difference in Means at .05 level.

Table 75

Birchwood School Overview

Statement of Program

Birchwood Anchorage Basic Curriculum School is an alternative program in the Anchorage School District. Birchwood provides a comprehensive instructional program for students in kindergarten through 8th grade.

Birchwood ABC is a highly structured learning operation dedicated to academic excellence. Birchwood ABC School puts primary emphasis on the basic academic skills and subject matter, and on the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment and a positive self-image through proven academic achievement. Toward this end, the school provides the quiet and orderly environment which many children need in order to learn.

SCHOOL GOALS

Goal	Level of Achievement
Improve spelling skills.	Attained
Improve reading levels.	Attained

BUDGET*

1998-99 Expenditures	$1,350,118
1999-00 Budgeted Amount	$1,550,346
2000-01 Adopted Budget	$1,554,725

*Dollars budgeted or expended are general fund only.

Birchwood School Overview

School Report Card Statement

Birchwood ABC Elementary School **Jan Maki**

The 1999/2000 school year has been exciting at Birchwood ABC K-8 School. The expansion to eighth grade has been fun and challenging at times. With this addition, the expansion of the ABC Program at Birchwood is complete.

Reading and spelling were the two targeted areas for academic growth. These goals generated numerous activities, including Read Across America Day festivities, a recreational reading program, mobile reading lab, various classroom efforts including students being held accountable for spelling in written work and parent volunteers assisting students with phonograms and reading. In addition, teachers at K-3 were involved in training focused on development of primary reading and writing skills.

The level of commitment to Birchwood ABC that exists among students, parents and staff is impressive. In order for any program to be successful, each of the components needs to be involved and willing to meet the expectations and standards that form the philosophical base of that school. Staff work with students to help them reach their highest potential and to develop a sense of individual responsibility for the acquisitions of their own learning. The teachers also recognize the invaluable participation of parents in the educational success of their children. This may be in the form of parent tutoring activities, study hall supervision, support at home, attendance at assemblies, etc. The importance of this home-school link cannot be too strongly stressed. It is an integral part of what defines the success at Birchwood ABC.

The students are involved academically and socially in the life of the school. They participate in community performances, as well as community service through the Salvation Army Canned Food Drive effort, Operation Santa Claus and participate positively on field trips, in sporting events and in other activities.

Birchwood ABC continues to meet the goals it sets for itself. The school meets the academic and social needs of its community in a spirit of openness. It allows each of us to look at ourselves and find the best that's there.

Birchwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
418	96%	95	21	3

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	343.5	361.1	95.1%
Secondary	54.5	58.0	94.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	5	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.0
Classroom Teachers	14.0	Bilingual Tutors	.25
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	4.0	Clerical Support Staff	1.0
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teacher	1.0		
Nurses	.75		

Special Programs: Back to Basics (ABC), Bilingual Ed., Computer Labs , Full-Day Kindergarten, Intensive Needs Site, Special Ed pre-school

Birchwood School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
353	6	40	4	13	1	64
84%	1%	10%	0%	3%	0%	16%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	362	53	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT									
Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	1	1	1	1	0	0	1	0	5
Percent Not Promoted	2.0%	2.2%	2.3%	1.7%	0%	0%	3.3%	0%	3.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
418	47	31	20	33	131	31.3%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	44	5	5	14	340	1	409
% in One Sch.	63.64%	60.00%	100.00%	71.43%	82.35%	100.00%	79.95%
% in Same Sch.	61.36%	20.00%	80.00%	57.14%	68.24%	0.00%	66.50%
Secondary							
Number	7	1	1	1	53	0	63
% in One Sch.	100.00%	100.00%	100.00%	100.00%	83.02%	0.00%	85.71%
% in Same Sch.	100.00%	100.00%	0.00%	100.00%	69.81%	0.00%	73.02%

Birchwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	77	87	81	62	74	81
	No.	39	49	52	26	28	26
Reading Comprehension	%ile	82	91	83	71	76	81
	No.	39	49	52	26	28	26
Total Reading	**%ile**	**82**	**92**	**85**	**68**	**76**	**83**
	No.	39	49	52	26	28	26
Language Mechanics	%ile	66	84	86	73	84	60
	No.	38	49	51	26	28	26
Language Expression	%ile	79	85	88	73	73	67
	No.	38	49	52	26	28	26
Total Language	**%ile**	**74**	**85**	**89**	**75**	**81**	**66**
	No.	38	49	51	26	28	26
Math Computation	%ile	67	97	81	65	73	63
	No.	39	49	53	26	27	26
Math Concepts and	%ile	76	94	81	73	65	85
Applications	No.	39	49	52	25	27	26
Total Mathematics	**%ile**	**74**	**96**	**84**	**70**	**72**	**76**
	No.	39	49	52	25	27	26
Total Battery	**%ile**	**80**	**94**	**90**	**74**	**78**	**79**
	No.	38	49	51	25	27	26
Word Analysis	%ile	77					
	No.	39					
Study Skills	%ile		86	75	71	58	65
	No.		49	51	25	28	26
Spelling	%ile	73	74	72	55	62	49
	No.	38	49	51	26	28	26
Science	%ile	74	89	66	68	72	86
	No.	39	49	52	25	27	26
Social Studies	%ile	66	86	78	68	87	81
	No.	39	49	52	25	28	26

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	92	92	92	86	69
4	Total Lang. Arts	85	93	89	86	71
4	Total Mathematics	96	94	91	88	59
6	Total Reading	68	72	86	84	81
6	Total Lang. Arts	75	74	83	84	79
6	Total Mathematics	70	79	69	85	75
8	Total Reading	83	N/A	N/A	N/A	N/A
8	Total Lang. Arts	66	N/A	N/A	N/A	N/A
8	Total Mathematics	76	N/A	N/A	N/A	N/A

Birchwood School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	44	39	88	3	0	2
4	56	49	87	0	7	0
5	55	53	96	2	0	0
6	29	26	89	2	0	0
7	30	28	93	2	0	0
8	26	26	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	40	12.5	40.0	47.5	88	94*
	Lang. Arts	40	25.0	35.0	40.0	83	88
	Math	41	2.4	12.2	85.4	79	97*
5	Reading	37	51.4	29.7	18.9	93	88*
	Lang. Arts	38	42.1	36.8	21.1	94	91*
	Math	39	53.8	30.8	15.4	95	85*
6	Reading	15	40.0	33.3	26.7	85	81
	Lang. Arts	15	40.0	46.7	13.3	92	85
	Math	17	23.5	52.9	23.5	82	81
7	Reading	N/A	-	-	-	-	-
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-
8	Reading	15	20.0	60.0	20.0	85	84
	Lang. Arts	15	53.3	33.3	13.3	87	76
	Math	15	26.7	40.0	33.3	79	81

* Indicates Significant Difference in Means at .05 level.

Table 76

Family Partnership Overview

Statement of Program

Family Partnership is a K-12 alternative school slated for 660 students who live throughout the Anchorage Municipality. "Parent directed education" defines this program. It is based on the premise that a partnership between students, parents, professional educators, and community members is the ideal situation for educating children. This partnership is initially established between a family and a Certificated ASD teacher who share similar educational philosophies and who enter customized contracts which define the shape of the educational program for each student. The offices for this school are housed in a commercial site in mid-town Anchorage and a classroom at Huffman is utilized as a classroom on a scheduled basis.

SCHOOL GOALS

Goal	Level of Achievement
CAT scores will exceed those of the district.	Attained
Create web page literacy for students and parents.	Attained
Continue emphasis on writing skills.	Attained
Parents of K-4 will learn basics of Spalding Phonics Method.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,747,041
1999-00 Budgeted Amount	$2,687,357
2000-01 Adopted Budget	$2,687,357

*Dollars budgeted or expended are general fund only.

Family Partnership Overview

School Report Card Statement

Family Partnership Charter School **Tim Scott**

The Family Partnership Charter School experienced a great number of changes in SY 1999 - 2000. They hired a principal on June 4, 1999. By the middle of June the school learned that they would receive $600,000 cut from D.O.E.E.D. With the cuts, tough decisions had to be made with regard to personnel in the office. All of the clerical staff positions were reduced to half time. By September of 1999 the FPCS principal and all the office staff members were new employees to the school. All but the principal were new to the district - as such, the learning curve in the office was quite steep. The new staff not only had to learn to interface with the Anchorage School District business systems and student management systems, they also needed to build in-house systems to accommodate the needs of FPCS families.

FPCS is a complex school that services families educational needs in the home. Our staff members not only have the day to day clerical tasks of any school in the district, they also have to carry out duties of that of any small district office in the State. In addition to normal clerical duties of secretaries, stock clerks, registrars, and administrative assistants we must also have a payroll specialist to handle the addenda that 158 teachers generate working with the 675 students. We also have need for a person to do financial data entry as we post all transactions in an in-house accounting system through which we generate monthly account statements to parents. We can have up to 75 transactions per student account with 675 student accounts to manage. FPCS has it own business manager that maintains a complete set of financial records which includes monthly reconciliation of balance sheet accounts and of expenditure account balances. He prepares financial entries for data processing statements including operating statements and cost variance analyses. The position is required to utilize and maintain computerized systems, i.e. inventory, bank accounts, monthly statements, purchasing, shipping/receiving, ,...etc. He must coordinate with the district office to insure that proper information is in the accounting system and interface with ASD on accounting and business issues.

The FPCS staff has done an exemplary job keeping the school moving forward and have helped parents navigate a very complex and innovative educational system. FPCS students continue to do well on standardized tests. In addition, many FPCS students engage in co-curricular activities and excel (battle of books, exploravision, spelling bee, geography bee...etc.).

Family Partnership Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	482	N/A	20	7	0
Secondary	192	N/A	7	1	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	474.3	474.3	100%
Secondary	190.5	190.5	100%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	4.0
Classroom Teachers	5.0		
Special Programs: None			

Family Partnership Characteristics

ETHNICITY REPORT - OCTOBER 1999

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
Elem.	391	9	39	15	20	2	85
	82%	1%	8%	2%	4%	0%	17%
Sec.	156	8	11	4	12	1	36
	81%	4%	5%	1%	6%	0%	18%

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SECONDARY TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	12	4	8	12	177	1	214
Final Dropouts	0	0	0	0	1	0	1
Percent Dropouts	0.00%	0.00%	0.00%	0.00%	0.56%	0.00%	0.47%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem	482	137	32	13	5	187	38.8%
Sec	192	41	21	25	7	94	49.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	40	15	11	21	417	2	506
% in One Sch.	90.00%	93.33%	63.64%	80.95%	89.69%	100.00%	88.93%
% in Same Sch.	47.50%	66.67%	27.27%	47.62%	53.24%	0.00%	52.17%
Secondary							
Number	12	4	8	12	177	1	214
% in One Sch.	66.67%	75.00%	75.00%	83.33%	71.75%	100.00%	72.43%
% in Same Sch.	33.33%	50.00%	37.50%	58.33%	41.24%	100.00%	42.06%

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	77	75	74	76
	No.	66	67	53	49
Reading Comprehension	%ile	83	69	73	79
	No.	66	67	53	49
Total Reading	**%ile**	**83**	**74**	**76**	**79**
	No.	66	67	53	49
Language Mechanics	%ile	50	53	70	81
	No.	66	67	53	49
Language Expression	%ile	72	68	75	81
	No.	66	67	53	49
Total Language	**%ile**	**63**	**61**	**75**	**83**
	No.	66	67	53	49
Math Computation	%ile	64	60	63	79
	No.	65	67	52	49
Math Concepts and Applications	%ile	76	76	75	84
	No.	65	67	52	49
Total Mathematics	**%ile**	**74**	**70**	**71**	**83**
	No.	65	67	52	49
Total Battery	**%ile**	**77**	**70**	**77**	**84**
	No.	65	67	52	49
Word Analysis	%ile	76			
	No.	66			
Study Skills	%ile		73	70	77
	No.		67	52	49
Spelling	%ile	65	58	59	71
	No.	66	67	53	49
Science	%ile	78	71	67	78
	No.	65	67	52	49
Social Studies	%ile	75	63	70	76
	No.	65	67	52	49

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	81	73	72	75
	No.	43	43	27	24
Reading Comprehension	%ile	86	74	65	77
	No.	43	43	27	24
Total Reading	**%ile**	**85**	**75**	**71**	**77**
	No.	43	43	27	24
Language Mechanics	%ile	75	67	60	76
	No.	43	43	27	24
Language Expression	%ile	78	73	73	79
	No.	43	43	27	24
Total Language	**%ile**	**79**	**72**	**68**	**79**
	No.	43	43	27	24
Math Computation	%ile	75	62	70	73
	No.	42	43	27	24
Math Concepts and Applications	%ile	74	74	77	79
	No.	42	43	27	24
Total Mathematics	**%ile**	**76**	**69**	**73**	**77**
	No.	42	43	27	24
Total Battery	**%ile**	**83**	**75**	**74**	**82**
	No.	42	43	27	24
Study Skills	%ile	72	49	60	67
	No.	42	43	27	24
Spelling	%ile	61	53	58	47
	No.	43	43	27	24
Science	%ile	79	85	76	69
	No.	42	43	27	24
Social Studies	%ile	78	74	79	79
	No.	42	43	27	24

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	74	76	81	N/A	N/A
4	Total Lang. Arts	61	69	71	N/A	N/A
4	Total Mathematics	70	70	73	N/A	N/A
6	Total Reading	79	64	41	N/A	N/A
6	Total Lang. Arts	83	67	40	N/A	N/A
6	Total Mathematics	83	67	59	N/A	N/A
8	Total Reading	75	69	75	N/A	N/A
8	Total Lang. Arts	72	67	64	N/A	N/A
8	Total Mathematics	69	65	72	N/A	N/A
10	Total Reading	77	86	62	N/A	N/A
10	Total Lang. Arts	79	80	57	N/A	N/A
10	Total Mathematics	77	83	69	N/A	N/A

Family Partnership
Achievement Profile

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	68	66	97	0	0	2
4	71	67	94	0	2	2
5	61	53	86	0	0	8
6	57	49	85	3	0	5
7	49	43	87	0	0	6
8	49	43	87	0	1	5
9	32	27	84	0	0	5
10	34	24	70	0	0	10

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	93-94
	No. Graduates	6				
SAT	Percent Tested		More than 30 students must take the SAT and ACT in order to receive school results.			
	Verbal					
	Math					
ACT	Percent Tested					
	English					
	Math					

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-
Others	-	-	1.00	-
Total	-	-	1.00	-

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	33	27.3	42.4	30.3	73	71
	Lang. Arts	33	33.3	33.3	33.3	63	55
	Math	33	45.5	12.1	42.4	58	58
5	Reading	32	21.9	31.3	46.9	75	82
	Lang. Arts	32	9.4	34.4	56.3	68	81*
	Math	32	28.1	28.1	43.8	71	74
6	Reading	32	21.9	56.3	21.9	75	76
	Lang. Arts	32	21.9	50.0	28.1	76	78
	Math	32	31.3	21.9	46.9	75	76
7	Reading	28	10.7	35.7	53.6	76	87*
	Lang. Arts	28	17.9	39.3	42.9	78	80
	Math	27	37.0	33.3	29.6	79	75
8	Reading	30	16.7	50.0	33.3	79	83
	Lang. Arts	30	33.3	33.3	33.3	80	82
	Math	30	36.7	36.7	26.7	82	79
9	Reading	14	28.6	50.0	21.4	78	74
	Lang. Arts	14	50.0	35.7	14.3	75	67
	Math	14	28.6	42.9	28.6	75	77
10	Reading	15	26.7	53.3	20.0	81	78
	Lang. Arts	15	13.3	26.7	60.0	67	79*
	Math	15	33.3	33.3	33.3	73	73

* Indicates Significant Difference in Means at .05 level.

Table 77

Girdwood School Overview

Statement of Program

Girdwood School combines the best of the old and new in educational theories. It offers advantages which many find outstanding; while concurrently exposing staff and students to a delivery of quality services involving diagnosis, prescription, treatment, and evaluation in recurring cycles.

One major aspect of this program is its K-8 configuration. The main hurdle faced in designing a program to accommodate this uniqueness was providing a continuum of educational opportunities commensurate with student needs and abilities. Varying enrollment determined by seasonal activity at each grade level requires special grouping arrangements for instruction. Classes involving combinations of grade levels are required. Older students helping younger students, brothers and sisters attending school side by side, and family units being aware of each others' school experiences contribute to a high level of academic involvement.

Girdwood School is unique in size and location and is designed to provide a quality educational opportunity for students while at the same time reflecting family and community values. Our community school program is an integral part of the school function. Community support is exceptional and well-coordinated through this component of our total school. Our program is designed to be responsive to student needs, aspirations, and educational goals. Students will be exposed to academic skills required for survival and be challenged by information, data, and concepts which will enhance their intellectual capacity.

SCHOOL GOALS

Goal	Level of Achievement
Implement school reading plan.	Attained
Improve spelling in grades 4-8.	Attained

BUDGET*

1998-99 Expenditures	$763,858
1999-00 Budgeted Amount	$749,804
2000-01 Adopted Budget	$783,651

*Dollars budgeted or expended are general fund only.

Girdwood School Overview

School Report Card Statement

Girdwood Elementary School **Jim Cox**

Girdwood School is located 35 miles South of Anchorage and is part of the Anchorage School District. We are at the base of Alyeska Mountain and generally receive a great deal of snow. The past two years have been a challenge due to the above average snow fall. Last year, a portion of the school roof collapsed due to snow load and this year school was forced to close for a week due to avalanche closure of the road.

We started the year with a portion of the school still under construction and didn't obtain use of the whole facility until the middle of January. The contractor left a mess on the grounds and the area has been an eyesore all spring.

The staff and community try to remain positive but the condition of the physical plant makes that difficult. In spite of this, we receive good comments about how teachers and staff are available to meet the needs of students.

Girdwood School is fortunate to have a supportive PTA and community school program. They do many activities to enrich the educational experience for the students of the school. The artist in school program is an example of the added programs supported by the parents and community.

We started the "Stop, Look and Think" program this year and have been encouraged to continue it in the future. This encourages students to think before acting and to make a good decision. We have noticed an improvement, especially in the younger grades.

It is planned to have some improvement made to our grounds this summer which should address some of the concerns from staff, parents and students. Additional roof work is to be done in the summer of 2001.

Girdwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
152	89%	51	23	5

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	109.1	118.4	92.1%
Secondary	28.0	30.7	91.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	1	-
Intermediate	1	-	-
Combination	3	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.0
Classroom Teachers	7.0	Custodians	2.0
Librarians	.5		
Special Education Teachers	1.5		
Gifted Teachers	.2		
Nurses	.2		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Girdwood School Characteristics

ETHNICITY REPORT - OCTOBER 1999 includes Elementary and Secondary						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
138 91%	2 1%	4 3%	4 2%	2 1%	1 0%	13 9%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elem and Sec.	120	18	15%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT										
Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	1	0	1
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	6.3%	0%	3.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
152	18	17	10	4	49	32.2%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	2	4	1	2	124	1	134
% in One Sch.	100.00%	50.00%	100.00%	100.00%	79.84%	100.00%	79.85%
% in Same Sch.	50.00%	75.00%	100.00%	50.00%	66.94%	0.00%	66.42%
Secondary							
Number	2	0	1	1	31	0	35
% in One Sch.	50.00%	0.00%	100.00%	100.00%	77.42%	0.00%	77.14%
% in Same Sch.	100.00%	0.00%	100.00%	0.00%	77.42%	0.00%	77.14%

Girdwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	80	72	58	40	63	77
	No.	13	18	11	19	17	14
Reading Comprehension	%ile	78	64	68	61	67	78
	No.	13	18	11	19	17	14
Total Reading	**%ile**	**81**	**71**	**65**	**52**	**67**	**81**
	No.	13	18	11	19	17	14
Language Mechanics	%ile	61	54	66	62	67	72
	No.	13	18	11	19	17	14
Language Expression	%ile	79	75	66	50	64	66
	No.	13	18	11	19	17	14
Total Language	**%ile**	**75**	**68**	**67**	**56**	**66**	**69**
	No.	13	18	11	19	17	14
Math Computation	%ile	54	54	64	66	65	67
	No.	13	18	11	19	17	14
Math Concepts and	%ile	75	80	66	74	73	83
Applications	No.	13	18	11	19	17	14
Total Mathematics	**%ile**	**69**	**72**	**67**	**71**	**71**	**77**
	No.	13	18	11	19	17	14
Total Battery	**%ile**	**76**	**72**	**69**	**60**	**68**	**79**
	No.	13	18	11	19	17	14
Word Analysis	%ile	57					
	No.	13					
Study Skills	%ile		74	63	49	61	48
	No.		18	11	19	17	14
Spelling	%ile	62	57	24	40	45	58
	No.	13	18	11	19	17	14
Science	%ile	74	72	50	61	72	89
	No.	13	18	11	19	17	14
Social Studies	%ile	85	63	67	58	74	80
	No.	13	18	11	19	17	14

Girdwood School Achievement

HISTORICAL PERFORMANCES CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00						
Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	71	69	75	69	75
4	Total Lang. Arts	68	63	64	54	69
4	Total Mathematics	72	74	71	76	62
6	Total Reading	52	68	60	77	72
6	Total Lang. Arts	56	62	52	80	67
6	Total Mathematics	71	82	67	87	79
8	Total Reading	81	85	75	84	81
8	Total Lang. Arts	69	69	65	84	73
8	Total Mathematics	77	80	84	94	85

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	14	13	92	0	0	1
4	18	18	100	0	0	0
5	12	11	91	0	0	1
6	19	19	100	0	0	0
7	17	17	100	0	0	0
8	14	14	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	15	40.0	33.3	26.7	76	80
	Lang. Arts	15	6.7	33.3	60.0	61	77*
	Math	15	20.0	40.0	40.0	76	79
5	Reading	8	12.5	62.5	25.0	74	74
	Lang. Arts	8	12.5	12.5	75.0	64	74
	Math	8	37.5	25.0	37.5	75	74
6	Reading	15	46.7	40.0	13.3	65	60
	Lang. Arts	15	20.0	46.7	33.3	52	57
	Math	15	20.	33.3	46.7	63	72
7	Reading	12	41.7	33.3	25.0	65	64
	Lang. Arts	12	25.0	50.0	25.0	67	67
	Math	12	58.3	25.0	16.7	82	76
8	Reading	11	9.1	54.5	36.4	67	76
	Lang. arts	11	27.3	36.4	36.4	67	67
	Math	11	27.3	45.5	27.3	78	77

* Indicates Significant Difference in Means at .05 level.

Table 78

McLaughlin

Statement of Program

Most of our students are far behind academically. Therefore it is our goal to provide a solid educational program to those young people who are judged delinquent and institutionalized by the court. The program has an emphasis on basic skills development, exposure to and some training in selected vocational areas, and provides training in basic survival and living skills including health and recreation. We also provide a maintenance type program for those "short stay" students in detention with emphasis on basic skills.

This program is partially funded by a supplemental State contract.

SCHOOL GOALS

Goal	Level of Achievement
Provide safe, caring environment within McLaughlin Youth Center.	Attained
Restructure academic and vocational programs to meet need of at-risk population.	Attained
Develop school wide program to place students appropriately.	Partially Attained
Implement ASD performance standards.	Attained

BUDGET*

1998-99 Expenditures	$1,467,136
1999-00 Budgeted Amount	$1,479,768
2000-01 Adopted Budget	$1,479,768

*Dollars budgeted or expended are general fund only.

McLaughlin Overview

School Report Card Statement

McLaughlin School **Jim Bailey**

McLaughlin School finished the two year self evaluation that is required by Northwest. The last one was completed in 1983. The staff agreed on a mission and goals and a five year plan. Much has changed in the school program. Technology will be upgraded and extensively redone next year and many new staff members are and will be in place. The Institution is happy with our efforts to provide educational programs for our high at-risk population. Our staff is largely supportive of the changes that we are undergoing.

McLaughlin Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
165	110%	67	0	34

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
172.4	172.5	99.9%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	3.0
Classroom Teachers	12.0		
Counselors	1.0		
Special Programs: Title 1			

McLaughlin Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
80	15	56	9	5	0	81
48%	9%	33%	4%	3%	0%	51%

TOTAL DROPOUT RATES							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	141	16	50	20	194	3	424
Final Dropouts	30	0	18	3	35	0	86
Percent Dropouts	21.28%	0.00%	36.00%	15.00%	18.04%	0.00%	20.28%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
165	123	184	152	150	609	369.1%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	141	16	50	20	194	3	424
% in One Sch.	15.60%	31.25%	20.00%	15.00%	13.92%	0.00%	15.80%
% in Same Sch.	20.57%	31.25%	18.00%	15.00%	26.80%	33.33%	23.35%

McLaughlin
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	44	29	18	36
	No.	5	10	31	36
Reading Comprehension	%ile	63	22	28	35
	No.	5	10	31	35
Total Reading	**%ile**	**54**	**25**	**23**	**36**
	No.	5	10	31	35
Language Mechanics	%ile	14	31	16	25
	No.	5	10	31	36
Language Expression	%ile	18	26	24	23
	No.	3	10	31	36
Total Language	**%ile**	**20**	**27**	**19**	**23**
	No.	3	10	30	36
Math Computation	%ile	31	19	25	39
	No.	3	10	30	36
Math Concepts and Applications	%ile	45	35	36	50
	No.	3	10	28	36
Total Mathematics	**%ile**	**38**	**24**	**31**	**43**
	No.	3	10	28	36
Total Battery	**%ile**	**31**	**23**	**25**	**32**
	No.	3	10	27	35
Study Skills	%ile	41	21	36	29
	No.	3	10	28	36
Spelling	%ile	38	39	24	27
	No.	5	10	31	36
Science	%ile	35	52	34	39
	No.	3	10	28	36
Social Studies	%ile	26	22	39	39
	No.	3	10	29	36

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
8	Total Reading	25	N/A	N/A	52	N/A
8	Total Lang. Arts	27	N/A	N/A	35	N/A
8	Total Mathematics	24	N/A	N/A	45	N/A
10	Total Reading	36	44	56	34	51
10	Total Lang. Arts	23	21	25	19	23
10	Total Mathematics	43	44	50	27	39

McLaughlin
Achievement Profile

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	6	5	83	0	0	1
8	13	10	76	0	0	3
9	34	36	106	0	0	0
10	47	36	76	0	0	11

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION[1]

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-
Others	-	-	-	-
Total	-	-	-	-

[1] Information not available through ASD computerized grade reporting system.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	2	-	-	100.0	46	74
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-
8	Reading	1	-	-	100.0	14	32
	Lang. Arts	2	-	100.0	-	13	10
	Math	2	-	-	100	5	13
9	Reading	4	25.0	50.0	25.0	45	28
	Lang. Arts	1	-	-	100.0	37	57
	Math	1	-	100.0	-	68	61
10	Reading	9	11.1	44.4	44.4	49	52
	Lang. Arts	9	11.1	22.2	66.7	34	45
	Math	10	20.0	40.0	40.0	54	52

* Indicates Significant Difference in Means at .05 level.

Table 79

Mirror Lake Middle School Overview

Statement of Program

The mission of Mirror Lake Middle School is that education is the responsibility of the home, school, and community. Everyone in this partnership should ask themselves, "Is it good for the students?" Because all children learn, achieve, and succeed in different ways, the staff of Mirror Lake Middle School advocates high expectations and is dedicated to providing a supportive and challenging learning environment.

Mirror Lake Middle School provides instruction for grades six, seven and eight. Students receive daily instruction in language arts, mathematics, social studies, science, and physical education. Two elective opportunities are also available to each student. Gifted, partial Spanish Immersion, and Special Education instruction is provided at all three grade levels.

Mirror Lake Middle School is committed to the middle school components of teaming, exploration, flexible scheduling, and attention to the developmental needs of middle school students. Our goal is to prepare lifelong learners, who will become literate, self-disciplined, independent, and confident individuals who take pride in themselves, communicate effectively, and make positive contributions to society.

SCHOOL GOALS

Goal	Level of Achievement
Teams develop strategies to improve spelling and reading.	Attained
Promote schools as a community resource.	Attained
Build school wide decorum plan and implement consistently.	Attained

BUDGET*

1998-99 Expenditures	$3,252,766
1999-00 Budgeted Amount	$2,964,795
2000-01 Adopted Budget	$2,964,795

*Dollars budgeted or expended are general fund only.

Mirror Lake Middle School Overview

School Report Card Statement

Mirror Lake Middle School **Jeanne Fischer**

Mirror Lake Middle School has completed a successful second year because we have the following qualities in place: school mission and goals which incorporate input and feedback from students, parents, staff, and community members; middle school structure and philosophy that allows for team development and flexible scheduling; effective staffing and placement of staff on teams; comprehensive curriculum with services for gifted, partial Spanish Immersion, special education students, and an extensive array of elective offerings; career and counseling services focused on Asset development and conflict resolution; student recognition programs; extensive interscholastic and intramural activities; management of school facilities and grounds; comprehensive, integrated technology program; and connections with the community through weekly communications and four school-business partnerships.

Our strengths lie in the following areas: varied and experienced staff who understand and enjoy working with middle school students; communication between home and school; community support and involvement; strong fine arts and technology programs; understanding the needs of our community and school, and a sincere desire to try programs that will benefit our students.

Next year we will continue to focus on literacy goals, team development, maintaining strong academic standards, analyzing Benchmark results, and strengthening the qualities that make for an effective middle school.

Mirror Lake Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
673	64%	152	63	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
626.1	669.5	93.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	6	18	4
Mathematics	2	16	5
Science	1	16	6
Social Studies	1	17	5

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	5.0
Classroom Teachers	32.1	Bilingual Tutors	.26
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	6.0	Custodians	2.0
Gifted Teachers	2		
Counselors	2.0		
Nurses	1.0		

Special Programs: partial Spanish Immersion 6-8

Mirror Lake Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
582	15	44	12	16	4	91
86%	2%	5%	1%	2%	0%	13%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elem and Sec.	654	91	14%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT				
Grade Repeated	6	7	8	Total
Number Not Promoted	1	1	0	2
Percent Not Promoted	.4%	.4%	0%	.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
673	46	41	22	15	124	18.4%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	48	13	18	17	614	4	714
% in One Sch.	81.25%	84.62%	83.33%	88.24%	87.62%	100.00%	87.11%
% in Same Sch.	52.08%	84.62%	61.11%	52.94%	55.05%	0.00%	55.18%

Mirror Lake Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		6	7	8
Reading Vocabulary	%ile	57	67	61
	No.	195	198	231
Reading Comprehension	%ile	67	74	67
	No.	195	198	231
Total Reading	**%ile**	**63**	**73**	**66**
	No.	195	198	231
Language Mechanics	%ile	67	69	58
	No.	194	203	223
Language Expression	%ile	63	61	58
	No.	194	203	223
Total Language	**%ile**	**66**	**65**	**59**
	No.	194	203	222
Math Computation	%ile	58	55	48
	No.	195	203	222
Math Concepts and Applications	%ile	75	68	75
	No.	195	203	223
Total Mathematics	**%ile**	**67**	**62**	**62**
	No.	195	203	222
Total Battery	**%ile**	**67**	**69**	**64**
	No.	189	195	217
Study Skills	%ile	65	61	51
	No.	190	201	226
Spelling	%ile	47	51	44
	No.	195	199	232
Science	%ile	60	74	83
	No.	190	201	226
Social Studies	%ile	56	70	66
	No.	190	201	226

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
6	Total Reading	63	54	54	N/A	N/A
6	Total Lang. Arts	66	59	57	N/A	N/A
6	Total Mathematics	67	62	54	N/A	N/A
7	Total Reading	73	65	71	N/A	N/A
7	Total Lang. Arts	65	58	65	N/A	N/A
7	Total Mathematics	62	58	63	N/A	N/A
8	Total Reading	66	69	68	N/A	N/A
8	Total Lang. Arts	59	60	58	N/A	N/A
8	Total Mathematics	62	65	63	N/A	N/A

Mirror Lake Middle School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
6	202	195	96	2	3	0
7	215	203	94	6	2	4
8	245	231	94	0	3	11

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
6	Reading	108	44.4	32.4	23.1	80	72*
	Lang. Arts	108	47.2	29.6	23.1	79	73*
	Math	112	33.0	42.9	24.1	76	73
7	Reading	146	10.3	33.6	56.2	60	72*
	Lang. Arts	149	25.5	41.6	32.9	62	64
	Math	147	39.5	36.7	23.8	66	62*
8	Reading	180	36.1	38.3	25.6	68	65
	Lang. Arts	185	35.7	35.7	28.6	66	62*
	Math	184	28.3	44.0	27.7	60	61

* Indicates Significant Difference in Means at .05 level.

Table 80

Northern Lights ABC School Overview

Statement of Program

Northern Lights ABC is an alternative elementary school serving a constituency that believes in and supports:

1. A strong emphasis on reading, math, written English and spelling.
2. A reading program founded upon phonics.
3. A positive, firm, and consistent pupil code of conduct.
4. A curriculum stressing patriotism and citizenship.
5. Maintaining high academic and department standards.
6. Character education experiences.
7. The concepts of competition and individual rights.

Northern Lights ABC is a strong advocate of the arts and is committed to providing a rich intramural program with opportunities for participation in music, art, drama, athletics, student government, and science. "You Can Do What You Think You Can Do" is the motto proudly posted to remind each pupil of his personal responsibility in the learning process.

SCHOOL GOALS

Goal	Level of Achievement
Maintain/improve reading comprehension.	Attained
Improve writing skills.	Attained
Maintain/improve level of penmanship.	Attained

BUDGET*

1998-99 Expenditures	$1,739,304
1999-00 Budgeted Amount	$1,947,045
2000-01 Adopted Budget	$1,952,424

*Dollars budgeted or expended are general fund only.

Northern Lights ABC School Overview

School Report Card Statement

Northern Lights ABC School **George Vest**

This has been a most successful year. Not only did we attain our goals, we successfully added an eighth grade to complete our middle school program. Our test scores (CAT) we impressive. Our outdoor science education camps were both popular with the students and very educational. We made great headway in completing our own scope and sequence. We are well on our way to having a computer lab that is well equipped and managed by teachers who have spent a great deal of time being trained. The librarians have weeded our ISC and added several thousand dollars worth of new books, with much of the money coming from the PTA.

Northern Lights ABC School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
517	95%	26	0	26

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	452.2	472.3	95.7%
Secondary	48.0	51.5	93.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	9	-
Intermediate	-	7	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	22.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	.5	Custodians	1.5
Music Teachers	1.0		
Art Teachers	.4		
Physical Education Teachers	1.0		
Nurses	.4		
Special Programs: Back to basics			

Northern Lights ABC School Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
334	51	33	82	10	1	177
65%	10%	5%	15%	2%	0%	35%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	473	24	6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	2	0	0	1	25	0	0	1	29
Percent Not Promoted	0%	2.8%	0%	0%	1.2%	47.2%	0%	0%	3.8%	8.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
517	23	18	31	43	115	22.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	29	84	50	11	338	1	513
% in One Sch.	82.76%	90.48%	92.00%	81.82%	86.39%	100.00%	87.33%
% in Same Sch.	62.07%	79.76%	62.00%	72.73%	73.37%	0.00%	72.51%
Secondary							
Number	10	5	3	7	41	1	67
% in One Sch.	30.00%	80.00%	33.33%	85.71%	70.73%	0.00%	64.18%
% in Same Sch.	30.00%	60.00%	66.67%	42.86%	53.66%	0.00%	49.25%

Northern Lights ABC School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	81	87	77	79	79	77
	No.	71	80	53	54	25	24
Reading Comprehension	%ile	84	79	74	79	89	72
	No.	71	80	53	54	25	24
Total Reading	**%ile**	**85**	**85**	**78**	**81**	**87**	**77**
	No.	71	80	53	54	25	24
Language Mechanics	%ile	81	80	88	86	86	74
	No.	71	80	53	55	25	24
Language Expression	%ile	89	86	82	87	83	76
	No.	71	80	53	55	25	24
Total Language	**%ile**	**88**	**85**	**88**	**88**	**86**	**76**
	No.	71	80	53	55	25	24
Math Computation	%ile	79	94	79	94	88	74
	No.	71	80	53	55	25	24
Math Concepts and	%ile	83	91	86	90	87	81
Applications	No.	71	80	53	55	25	24
Total Mathematics	**%ile**	**84**	**95**	**84**	**93**	**88**	**79**
	No.	71	80	53	55	25	24
Total Battery	**%ile**	**88**	**91**	**87**	**90**	**89**	**81**
	No.	71	80	53	54	25	24
Word Analysis	%ile	83					
	No.	71					
Study Skills	%ile		88	76	78	75	61
	No.		80	53	55	25	24
Spelling	%ile	88	87	78	81	61	63
	No.	71	80	53	54	25	24
Science	%ile	77	82	69	70	86	90
	No.	71	80	53	55	25	24
Social Studies	%ile	80	83	79	78	85	74
	No.	71	80	53	55	25	24

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	85	76	83	83	80
4	Total Lang. Arts	85	79	88	84	84
4	Total Mathematics	95	88	89	91	87
6	Total Reading	81	81	79	82	77
6	Total Lang. Arts	88	93	82	88	83
6	Total Mathematics	93	92	89	95	85
8	Total Reading	77	N/A	N/A	N/A	N/A
8	Total Lang. Arts	76	N/A	N/A	N/A	N/A
8	Total Mathematics	79	N/A	N/A	N/A	N/A

Northern Lights ABC School Achievement

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	71	71	100	0	0	0
4	80	80	100	0	0	0
5	54	53	98	0	0	1
6	55	55	100	0	0	0
7	26	25	96	1	0	0
8	24	24	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	63	31.7	52.4	15.9	92	87*
	Lang. Arts	64	40.6	37.5	21.9	90	87
	Math	64	3.1	20.3	76.6	82	95*
5	Reading	44	22.7	31.8	45.5	77	83
	Lang. Arts	44	4.5	36.4	59.1	80	91*
	Math	44	31.8	31.8	36.4	89	88
6	Reading	49	18.4	51.0	30.6	79	82
	Lang. Arts	50	28.0	48.0	24.0	89	89
	Math	50	20.0	42.0	38.0	90	93*
7	Reading	19	21.1	26.3	52.6	80	87*
	Lang. Arts	19	31.6	36.8	31.6	83	85
	Math	20	20.0	45.0	35.0	82	87
8	Reading	18	22.2	33.3	44.4	75	78
	Lang. Arts	18	22.2	50.0	27.8	80	78
	Math	18	5.6	50.0	44.4	75	83*

* Indicates Significant Difference in Means at .05 level.

Table 81

Polaris School Overview

Statement of Program

The K-12 Alternative School is for students, parents and teachers who want an emphasis on self-directed learning and active participation in education. Students are in multi-age groups based on interests, needs and development levels.

The method of instruction focuses on "doing", the experience approach to learning. In practice, this mean extensive use of manipulative teaching materials, forming and testing of hypotheses, numerous filed trips, and classroom visits by a variety of resource persons.

The staff works in teams, and parents are expected to make a commitment of involvement according to their abilities and time available. Attendance requrements are the same as in any other school.

SCHOOL GOALS

Goal	Level of Achievement
Survey population regarding meeting school mission statement.	Attained
Improve reading.	Attained
Have meaningful measure of writing	Partially Attained

BUDGET*

1998-99 Expenditures	$1,872,308
1999-00 Budgeted Amount	$1,973,379
2000-01 Adopted Budget	$1,973,379

*Dollars budgeted or expended are general fund only.

Polaris School Overview

School Report Card Statement

Polaris K - 12 School **Denise Greene-Wilkinson**

Polaris K-12 School continues as a viable educational school of choice in the Anchorage School District as we complete our sixth year. As the only K-12 multiage, open optional school in the Pacific Northwest, we continue to receive national recognition for various components of our program, both at national conferences and in the media (print and television).

At the spring all community meeting, parents, students and staff compiled a list of highlights that make us unique. This list included: unique governance, students/parents have geographic diversity, small size - know everyone, connected, flexibility, independence, choices on and off campus, create our own learning, student freedom to make decisions, accountable for academic and behavioral decisions, total involvement - parents, students staff, everyone is a teacher, evolving constantly and the list continues on. Independence, freedom and responsibility make Polaris what it is.

Academics continue to excel as our senior class receives a high percentage of scholarships. Polaris K-12's California Achievement Test results continue to exceed the district percentiles across the varied grade levels.

Our success is seen by our high client satisfaction rate as evidenced by our yearly survey results. We are proud of what we have accomplished and we're very excited about our future.

Polaris School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	230	100%	28	5	2
Secondary	221	92%	24	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	214.1	228.2	93.8%
Secondary	214.2	214.2	100%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.0
Classroom Teachers	21.0	Clerical Support Staff	2.0
Special Education Teachers	2.5	Custodians	2.5
Art Teachers	1.0		
Counselors	1.0		
Nurses	.60		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

ETHNICITY REPORT - OCTOBER 1999							
	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
Elem.	185	12	24	5	4	0	45
	80%	5%	10%	2%	1%	0%	19%
Sec.	191	7	17	2	0	0	30
	86%	3%	7%	0%	0%	0%	13%

Polaris School Characteristics

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elem and Sec.	226	61	27%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SECONDARY TOTAL DROPOUT RATES

Data Type	American	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	21	2	7	4	207	0	241
Final Dropouts	1	0	1	0	10	0	12
Percent Dropouts	4.76%	0.00%	14.29%	0.00%	4.83%	0.00%	4.98%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	230	13	10	14	13	50	21.7%
Sec.	221	7	18	14	19	58	26.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	28	7	13	4	194	0	246
% in One Sch	85.71%	71.43%	84.62%	75.00%	87.63%	0.00%	86.59%
% in Same Sch.	42.86%	42.86%	46.15%	75.00%	72.68%	0.00%	67.07%
Secondary							
Number	21	2	7	4	207	0	241
% in One Sch	66.67%	100.00%	71.43%	100.00%	82.61%	0.00%	81.33%
% in Same Sch	52.38%	100.00%	57.14%	50.00%	62.80%	0.00%	61.83%

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	68	79	69
	No.	27	42	36	42
Reading Comprehension	%ile	73	64	67	76
	No.	27	42	36	42
Total Reading	**%ile**	**78**	**68**	**76**	**74**
	No.	27	42	36	42
Language Mechanics	%ile	53	65	66	72
	No.	27	42	35	40
Language Expression	%ile	77	68	69	84
	No.	27	42	36	41
Total Language	**%ile**	**68**	**67**	**67**	**80**
	No.	27	42	35	40
Math Computation	%ile	67	64	64	75
	No.	27	42	36	40
Math Concepts and Applications	%ile	66	81	81	85
	No.	27	42	36	40
Total Mathematics	**%ile**	**68**	**77**	**75**	**81**
	No.	27	42	36	40
Total Battery	**%ile**	**74**	**73**	**76**	**81**
	No.	27	42	35	40
Word Analysis	%ile	66			
	No.	27			
Study Skills	%ile		67	68	77
	No.		42	36	40
Spelling	%ile	41	48	60	49
	No.	27	42	35	41
Science	%ile	78	73	63	70
	No.	27	41	36	40
Social Studies	%ile	75	61	73	73
	No.	27	41	36	40

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	77	82	69	66
	No.	30	40	33	31
Reading Comprehension	%ile	83	82	76	77
	No.	30	40	33	31
Total Reading	**%ile**	**83**	**84**	**73**	**75**
	No.	30	40	33	31
Language Mechanics	%ile	67	63	61	68
	No.	30	40	33	31
Language Expression	%ile	68	76	71	74
	No.	30	40	33	31
Total Language	**%ile**	**69**	**71**	**66**	**71**
	No.	30	40	33	31
Math Computation	%ile	64	64	71	77
	No.	30	40	33	31
Math Concepts and Applications	%ile	69	88	79	84
	No.	30	40	33	31
Total Mathematics	**%ile**	**67**	**78**	**76**	**82**
	No.	30	40	33	31
Total Battery	**%ile**	**76**	**81**	**75**	**80**
	No.	30	40	33	31
Study Skills	%ile	73	68	69	72
	No.	30	40	34	32
Spelling	%ile	52	59	60	52
	No.	30	40	33	31
Science	%ile	82	92	79	82
	No.	30	40	34	32
Social Studies	%ile	72	78	76	79
	No.	30	40	34	32

Polaris School Achievement

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	68	70	81	85	67
	Total Lang. Arts	67	53	79	74	80
	Total Mathematics	77	51	79	77	86
6	Total Reading	74	79	76	71	67
	Total Lang. Arts	80	77	80	78	75
	Total Mathematics	81	80	85	85	72
8	Total Reading	84	79	69	76	80
	Total Lang. Arts	71	70	52	68	71
	Total Mathematics	78	72	58	72	71
10	Total Reading	73	72	87	75	80
	Total Lang. Arts	66	65	70	71	60
	Total Mathematics	76	72	81	71	70

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	27	27	100	0	0	0
4	43	40	93	1	2	0
5	37	36	97	0	0	1
6	42	42	100	0	0	0
7	33	30	90	0	0	3
8	42	40	95	0	0	2
9	35	34	97	0	0	1
10	37	32	86	0	0	5

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

Polaris School Achievement

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
		SAT/ACT				
	No. Graduates	32	32	26	N/A	N/A
SAT	Percent Tested	84.3%	65.6	50.0	N/A	N/A
	Verbal	599	558	577	N/A	N/A
	Math	552	534	538	N/A	N/A
ACT	Percent Tested	-	N/A	N/A	N/A	N/A
	English	-	N/A	N/A	N/A	N/A
	Math	-	N/A	N/A	N/A	N/A

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	1.02	1.08	1.14	1.02
Mathematics	0.83	0.71	0.52	0.33
Science	0.89	0.79	0.65	0.31
Social Studies	1.06	1.00	1.01	0.84
Others	3.11	3.30	3.00	3.20
Total	6.90	6.88	6.31	5.70

Polaris School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	28	28.6	25.0	46.4	68	76
	Lang. Arts	30	13.3	30.0	56.7	54	73*
	Math	30	20.0	13.3	66.7	62	82*
5	Reading	25	20.0	40.0	40.0	74	77
	Lang. Arts	25	12.0	44.0	44.0	58	70*
	Math	25	16.0	28.0	56.0	56	72*
6	Reading	30	36.7	36.7	26.7	80	78
	Lang. Arts	30	16.7	36.7	46.7	76	80
	Math	30	10.0	36.7	53.3	72	84*
7	Reading	20	15.0	20.0	65.0	80	86*
	Lang. Arts	20	40.0	30.0	30.0	77	75*
	Math	20	20.0	45.0	35.0	69	72
8	Reading	31	6.5	58.1	35.5	80	86*
	Lang. Arts	31	38.7	48.4	12.9	78	72*
	Math	31	32.3	35.5	32.3	80	81
9	Reading	24	37.5	33.3	29.2	78	73
	Lang. Arts	23	26.1	56.5	17.4	69	66
	Math	23	13.0	34.8	52.2	69	76
10	Reading	19	36.8	36.8	26.3	79	75
	Lang. Arts	19	31.6	26.3	42.1	66	67
	Math	19	31.6	36.8	31.6	79	80

* Indicates Significant Difference in Means at .05 level.

Table 82

S.A.V.E Overview

Statement of Program

The Specialized Academic Vocational Education (S.A.V.E.) philosophy is based upon the principal that students that experience failure when operating within the norms of a regular high school curriculum can be successful within the S.A.V.E. guidelines. A high priority of S.A.V.E. is total school participation and involvement in the community.

S.A.V.E. is a comprehensive alternative high school which combines an academic and vocational curriculum. It is an individualized program designed to meet academic, vocational, and special needs. S.A.V.E. students attend academic classes for one-half day and work a job, or receive vocational training the other half of the day.

Emphasis is placed upon student improvement of past deficiencies. Through on-the-job training and relevant coursework, students are shown that it is possible to accomplish realistic goals. In addition, S.A.V.E. provides a counseling program for individual, crisis, and group counseling. Included in this counseling program are support groups for students experiencing problems with drugs/alcohol, after care, and conflict resolution.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading achievement.	Attained
Improve attendance.	Attained
Improve spelling achievement.	Partially Attained

BUDGET*

1998-99 Expenditures	$1,130,308
1999-00 Budgeted Amount	$1,062,305
2000-01 Adopted Budget	$1,062,305

*Dollars budgeted or expended are general fund only.

S.A.V.E Overview

School Report Card Statement

S.A.V.E High School **Michael Henry**

Student success at S.A.V.E High School was a direct result of the dedicated staff and faculty that worked tirelessly on the attendance, reading and spelling programs for the entire year. In addition to major accomplishments in these 3 areas, .S.A.V.E provided an educational opportunity to more students than ever during the 99-2000 school year, and presented high school diplomas to 69 students.

S.A.V.E Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
227	110%	31	0	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
285.3	285.3	99.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	14	-	-
Math	6	-	-
Science	6	-	-
Social Studies	14	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.5
Classroom Teachers	12.0	Bilingual Tutors	.35
Special Education Teachers	1.6	Clerical Support Staff	1.5
		Custodians	1.0
Special Programs:			

S.A.V.E Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
153	22	28	11	13	0	74
67%	9%	11%	4%	5%	0%	32%

TOTAL DROPOUT RATES

Data Type	American	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	57	31	36	22	249	0	395
Final Dropouts	13	5	10	1	47	0	76
Percent Dropouts	22.81%	16.13%	27.78%	4.55%	18.88%	0.00%	19.24%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
227	54	174	16	99	343	151.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	57	31	36	22	249	0	395
% in One Sch.	36.84%	25.81%	33.33%	50.00%	42.17%	0.00%	39.75%
% in Same Sch.	26.32%	16.13%	30.56%	36.36%	30.52%	0.00%	29.11%

S.A.V.E
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		9	10
Reading Vocabulary	%ile	N/A	44
	No.	N/A	13
Reading Comprehension	%ile	N/A	51
	No.	N/A	13
Total Reading	**%ile**	**N/A**	**48**
	No.	N/A	13
Language Mechanics	%ile	N/A	34
	No.	N/A	13
Language Expression	%ile	N/A	38
	No.	N/A	13
Total Language	**%ile**	**N/A**	**36**
	No.	N/A	13
Math Computation	%ile	N/A	26
	No.	N/A	13
Math Concepts and Applications	%ile	N/A	43
	No.	N/A	13
Total Mathematics	**%ile**	N/A	**31**
	No.	N/A	13
Total Battery	**%ile**	**N/A**	**38**
	No.	N/A	13
Study Skills	%ile	N/A	36
	No.	N/A	13
Spelling	%ile	N/A	33
	No.	N/A	13
Science	%ile	N/A	45
	No.	N/A	13
Social Studies	%ile	N/A	43
	No.	N/A	13

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
10	Total Reading	48	26	33	48	51
10	Total Lang. Arts	36	21	22	35	33
10	Total Mathematics	31	20	31	39	31

S.A.V.E
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
10	26	13	50	0	0	13

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION[1]

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-
Others	-	-	-	-
Total	-	-	-	-

Information not available through ASD computerized grade reporting system.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
10	Reading Lang. Arts Math	No 9th	Graders	Last year			

* Indicates Significant Difference in Means at .05 level.

Table 83

Steller Overview

Statement of Program

Steller provides a complete program of instruction for students across the city in grades 7-12. The school serves as an alternative for all secondary students throughout the city.

Steller is dedicated to offering an alternative for self-motivated and self-directed students. There is an ongoing emphasis on both student and parent involvement.

SCHOOL GOALS

Goal	Level of Achievement
Emphasize reading and writing across curriculum	Partially Attained
Continue Northwest Accreditation process	Attained
Increase parent involvement	Attained

BUDGET*

1998-99 Expenditures	$1,130,881
1999-00 Budgeted Amount	$1,183,820
2000-01 Adopted Budget	$1,183,820

*Dollars budgeted or expended are general fund only.

Steller Overview

School Report Card Statement

Steller Secondary School **Dorothy Oetter**

Steller is working to enhance it's curriculum and course offerings for all students.

- We have placed more emphasis on the language art curriculum and art education.
- We have added more computers and hope to have a computer lab by next year for students and staff.
- We are working to establish policies and guidelines for our library so that it meets the needs of students and staff.
- We continue to work to complete our Northwest Accreditation report.
- We continue to be a community of learners.

Steller Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
296	107%	45	0	3

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
273.3	281.0	97.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	26	-	-
Math	18	-	-
Science	20	-	-
Social Studies	25	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutors	.5
Classroom Teachers	14.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Library Aides	.4
Nurses	.5	Custodians	1.0
		Special Ed Aides	.6

Special Programs:

682

Steller Characteristics

ETHNICITY REPORT - OCTOBER 1999						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
224	13	28	16	14	2	73
75%	4%	9%	5%	5%	0%	24%

TOTAL DROPOUT RATES							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	29	15	13	16	226	2	301
Final Dropouts	1	0	1	0	7	0	9
Percent Dropouts	3.45%	0.00%	7.69%	0.00%	3.10%	0.00%	2.99%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
296	3	20	16	3	42	14.2%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	29	15	13	16	226	2	301
% in One Sch.	82.76%	93.33%	84.62%	81.25%	89.38%	100.00%	88.37%
% in Same Sch.	65.52%	66.67%	76.92%	50.00%	70.35%	0.00%	68.44%

Steller
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	82	87	83	84
	No.	46	46	42	37
Reading Comprehension	%ile	86	84	88	92
	No.	46	46	42	37
Total Reading	**%ile**	**86**	**88**	**89**	**90**
	No.	46	46	42	37
Language Mechanics	%ile	76	73	80	79
	No.	46	46	42	37
Language Expression	%ile	77	76	86	85
	No.	48	46	40	37
Total Language	**%ile**	**78**	**76**	**85**	**86**
	No.	46	46	40	37
Math Computation	%ile	72	68	83	80
	No.	48	47	40	37
Math Concepts and Applications	%ile	82	86	91	86
	No.	48	47	40	37
Total Mathematics	**%ile**	**78**	**79**	**88**	**84**
	No.	48	47	40	37
Total Battery	**%ile**	**83**	**84**	**90**	**91**
	No.	46	46	40	34
Study Skills	%ile	77	74	77	84
	No.	48	47	40	37
Spelling	%ile	66	67	71	75
	No.	46	46	42	37
Science	%ile	77	92	88	90
	No.	48	47	40	37
Social Studies	%ile	73	81	84	84
	No.	48	47	40	37

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
8	Total Reading	88	89	89	89	91
	Total Lang. Arts	76	79	75	74	82
	Total Mathematics	79	82	82	80	82
10	Total Reading	90	89	89	89	89
	Total Lang. Arts	86	75	79	79	78
	Total Mathematics	84	82	82	78	82

Steller
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	48	48	100	0	0	0
8	50	47	94	0	0	3
9	44	42	93	0	0	2
10	49	37	75	0	0	12

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	99-00	98-99	97-98	96-97	95-96
	No. Graduates	40	51	47	43	37
SAT	Percent Tested	85.0%	64.7%	76.6%	74.4%	83.8%
	Verbal	587	597	597	616	605
	Math	541	571	559	572	538
ACT	Percent Tested	-	-	-	-	-
	English					
	Math					

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	0.91	0.97	1.14	0.81
Mathematics	0.86	0.83	0.60	0.41
Science	0.86	0.93	0.83	0.61
Social Studies	1.05	1.06	0.47	0.78
Others	1.76	1.51	1.81	1.46
Total	5.43	5.29	4.86	4.07

Steller
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	43	14.0	34.9	51.2	78	85*
	Lang. Arts	43	37.2	37.2	25.6	79	77
	Math	43	46.5	44.2	9.3	84	77*
8	Reading	34	29.4	44.1	26.5	89	89
	Lang. Arts	34	55.9	38.2	5.9	87	77*
	Math	34	41.2	55.9	2.9	85	79*
9	Reading	30	30.0	40.0	30.0	91	91
	Lang. Arts	29	24.1	31.0	44.8	84	88*
	Math	29	10.3	37.9	51.7	85	91*
10	Reading	28	21.4	57.1	21.4	90	92
	Lang. Arts	28	17.9	50.0	32.1	83	88
	Math	28	28.6	42.9	28.6	85	85

* Indicates Significant Difference in Means at .05 level.

Table 84

Village School Overview

Statement of Program

Village Charter School has been established for 120 students in grades Kindergarten through 8th, and offers a unique annual calendar that calls for attendance in the fall and spring, allowing for choices between winter and summer intensives (workshops, seminars, student exchanges, etc.). Village also offers two world languages beginning in kindergarten (Spanish and Norwegian), and also provides a strong emphasis on math, science, and music and the arts in addition to other core subjects.

SCHOOL GOALS

Goal	Level of Achievement
Learn Spalding Phonograms.	Attained
Apply math to everyday situations.	Partially Attained
Parents will volunteer.	Partially Attained
Learn songs in foreign languages.	Attained
Present science and social studies projects.	Attained

BUDGET*

1998-99 Expenditures	$530,450
1999-00 Budgeted Amount	$457,319
2000-01 Adopted Budget	$457,319

*Dollars budgeted or expended are general fund only.

Village School Overview

School Report Card Statement

Village School **Linda Sharp**

In September 1999, in the kindergarten through third grade class, many students came to Village Charter School far below grade level. At the end of the academic year, all students, with the exception of two kindergarten and one first grade student, were reading at or above grade level as measured by Anchorage School District Reading Benchmark Assessment.

Reading: In the fourth through eighth grade class, ten of the eleven students present at the end of the academic year had progressed one year or more in reading skills. The one student excepted was reading at grade level when entering, and improvement was needed in attitude toward reading. Teacher and parent agreed to provide a variety of reading materials to choose from and the student's attitude had improved by the end of the year.

Writing: All students' writing had improved in quality and in length. A rigorous spelling program was provided, with students and parents responsible for practicing the words at home. All students improved the percentage of correctly spelled words in their rough drafts toward the end of the year.

Math: Four of eleven students were working above grade level, three of eleven were working at grade level, including one student receiving special education services. Three of eleven students were working approximately six months behind grade level and one student was working two years below grade level. However, this student came to VCS working three years below grade level. Of these students, three are receiving special education services through our integrated model and all but two students made a full year's growth in math skills this year.

Student CAT Scores: Students scoring in the lowest quartile have one thing in common; either the students were eligible for special education services or the families were not meeting their minimal required homework supervision commitment.

Village School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
39	N/A	5	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	28.3	29.9	94.5%
Secondary	3.6	3.8	96.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	N/A	N/A	N/A
Intermediate	N/A	N/A	N/A
Combination	N/A	N/A	N/A

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers K-8	1		
*Music Teachers			
*Art Teachers			
*Physical Education Teachers			

Special Programs: Special Education

* Music, PE, and Art are provided through contract services.

Village School Characteristics

ETHNICITY REPORT - OCTOBER 1999 includes Elementary and Secondary

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
28	1	5	0	5	0	11
72%	2%	13%	0%	14%	0%	28%

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1999-00	Elementary	32	7	22%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SECONDARY TOTAL DROPOUT RATES

Data Type	American	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	0	0	0	0	5	0	5
Final Dropouts	0	0	0	0	0	0	0
Percent Dropouts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
39	10	3	5	1	19	48.7%

Village School Statistics

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Elementary							
Number	5	0	1	5	23	0	34
% in One Sch.	20.00%	0.00%	100.00%	80.00%	95.65%	0.00%	82.35%
% in Same Sch.	20.00%	0.00%	0.00%	0.00%	34.78%	0.00%	26.47%
Secondary							
Number	0	0	0	0	5	0	5
% in One Sch.	0.00%	0.00%	0.00%	0.00%	60.00%	0.00%	60.00%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Village School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	42	26	42	99	95	14
	No.	3	3	3	1	2	1
Reading Comprehension	%ile	63	36	68	73	93	7
	No.	3	3	3	1	2	1
Total Reading	**%ile**	**54**	**31**	**57**	**99**	**94**	**10**
	No.	3	3	3	1	2	1
Language Mechanics	%ile	21	56	36	27	87	10
	No.	3	3	3	1	2	1
Language Expression	%ile	54	42	62	61	91	21
	No.	3	3	3	1	2	1
Total Language	**%ile**	**36**	**48**	**50**	**42**	**90**	**14**
	No.	3	3	3	1	2	1
Math Computation	%ile	8	73	49	82	96	8
	No.	3	3	3	1	2	1
Math Concepts and	%ile	24	48	31	99	88	20
Applications	No.	3	3	3	1	2	1
Total Mathematics	**%ile**	**13**	**59**	**39**	**99**	**95**	**12**
	No.	3	3	3	1	2	1
Total Battery	**%ile**	**32**	**43**	**50**	**94**	**96**	**11**
	No.	3	3	3	1	2	1
Word Analysis	%ile	31					
	No.	3					
Study Skills	%ile		33	51	37	84	10
	No.		3	3	1	2	1
Spelling	%ile	57	31	42	93	94	4
	No.	3	3	3	1	2	1
Science	%ile	59	34	35	88	82	17
	No.	3	3	3	1	2	1
Social Studies	%ile	48	18	56	63	87	1
	No.	3	3	3	1	2	1

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
4	Total Reading	31				
4	Total Lang. Arts	48	New	School		
4	Total Mathematics	59				
6	Total Reading	99				
6	Total Lang. Arts	42	New	School		
6	Total Mathematics	39				
8	Total Reading	10				
8	Total Lang. Arts	14	New	School		
8	Total Mathematics	12				

Village School Achievement

CAT Test Participation March 2000						
Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	3	3	100	0	0	0
4	4	3	75	0	0	1
5	4	3	75	0	0	1
6	1	1	100	0	0	0
7	2	2	100	0	0	0
8	1	1	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
4	Reading	1	100.0	-	-	76	60
	Lang. Arts	1	-	100.0	-	76	82
	Math	1	-	100.0	-	87	90
5	Reading	N/A	-	-	-	-	-
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-
6	Reading	1	-	100.0	-	99	99
	Lang. Arts	1	100.0	-	-	99	42
	Math	1	-	-	100.0	88	99
7	Reading	2	-	50.0	50.0	92	94
	Lang. Arts	2	-	100.0	-	86	90
	Math	2	-	100.0	-	97	95
8	Reading	N/A	-	-	-	-	-
	Lang. Arts	N/A	-	-	-	-	-
	Math	N/A	-	-	-	-	-

* Indicates Significant Difference in Means at .05 level.

Table 85

Walden Pond Overview

Statement of Program

Our program is designed to help students meet high academic and behavior standards in a small community setting. In all grade levels we stress reading, writing, mathematics, research, experimentation, critical thinking skills, and use of computer technology. Unique to our school are our Strategies for Success classes and the workshop weeks at the end of each quarter. Strategies classes are designed to give students the tools to become more personally responsible for their educational success. The focus is on study skills, reading, credit that GPA tracking, and community and school interaction. Workshops allow students to participate in activities that range from academics and the humanities to physical fitness and outdoor education, in additional to training and team- and community building skills.

SCHOOL GOALS

Goal	Level of Achievement
Assist student in self-evaluation using portfolios.	Partially Attained
Improve time management and sense of responsibility.	Partially Attained
Involve students in community and develop awareness of needs of others.	Not Attained
Improve reading, math, and language arts scores.	Partially Attained
Increase parents' involvement in students' education.	Partially Attained

BUDGET*

1998-99 Expenditures	$761,740
1999-00 Budgeted Amount	$1,283,489
2000-01 Adopted Budget	$1,283,489

*Dollars budgeted or expended are general fund only.

Walden Pond Overview

School Report Card Statement

Walden Pond **Meghan Hackett**

Walden Pond Charter School was designed by parents, students, and teachers. These three groups are integral to the proper functioning of our school. Unfortunately, we have not yet had a year when all three groups were working together cohesively. This has been a great concern to us and will continue to be included in our goals.

Our first step is to get the students more involved. As part of a very successful 4th quarter leadership workshop, our students formed a workable student government. The 8-12 classes have class officers who are committed to their school. We believe that active students will increase the participation of their parents, as well as other students and families.

One achievement this year is that we are better organized and can track information more easily. Through reports such as this one, we now have a better idea of where we are and where we want to be in the future. This will help us improve greatly.

Walden Pond Characteristics

SCHOOL MEMBERSHIP				
September 30, 1999 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
170	81%	31	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
129.8	135.4	95.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers	6.0	Special Education Aides	2.0
Special Education Teachers	1.0	Clerical Support	1.0
Art Teachers	.25		
Headmaster	1.0		
Special Programs: Special Education			

Walden Pond Characteristics

ETHNICITY REPORT - OCTOBER 1999

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
116	17	26	4	7	0	54
68%	10%	14%	1%	4%	0%	31%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	33	5	18	11	139	0	206
Final Dropouts	5	0	3	3	14	0	25
Percent Dropouts	15.15%	0.00%	16.67%	27.27%	10.07%	0.00%	12.14%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
170	21	47	57	26	151	88.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	33	5	18	11	139	0	206
% in One Sch.	33.33%	40.00%	38.89%	36.36%	51.08%	0.00%	46.12%
% in Same Sch.	30.30%	20.00%	44.44%	27.27%	41.01%	0.00%	38.35%

Walden Pond
Achievement Profile

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE			
		7	8	9	10
Reading Vocabulary	%ile	60	41	34	36
	No.	12	19	27	22
Reading Comprehension	%ile	55	42	34	39
	No.	12	19	27	22
Total Reading	**%ile**	**58**	**42**	**35**	**38**
	No.	12	19	27	22
Language Mechanics	%ile	35	38	45	36
	No.	12	19	27	22
Language Expression	%ile	45	40	46	28
	No.	12	19	27	22
Total Language	**%ile**	**40**	**39**	**45**	**31**
	No.	12	19	27	22
Math Computation	%ile	48	24	47	26
	No.	12	19	27	22
Math Concepts and	%ile	67	52	60	51
Applications	No.	12	19	27	22
Total Mathematics	**%ile**	**60**	**35**	**54**	**35**
	No.	12	19	27	22
Total Battery	**%ile**	**52**	**38**	**45**	**34**
	No.	12	19	27	22
Study Skills	%ile	48	23	46	31
	No.	12	19	27	22
Spelling	%ile	41	31	40	33
	No.	12	19	27	22
Science	%ile	72	68	51	52
	No.	12	19	27	22
Social Studies	%ile	68	44	38	48
	No.	12	19	27	22

HISTORICAL PERFORMANCES
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-00

Grade	Area	99-00	98-99	97-98	96-97	95-96
8	Total Reading	42	42	54	N/A	N/A
	Total Lang. Arts	39	43	50	N/A	N/A
	Total Mathematics	35	49	54	N/A	N/A
10	Total Reading	38	52	52	N/A	N/A
	Total Lang. Arts	31	46	50	N/A	N/A
	Total Mathematics	35	53	52	N/A	N/A

Walden Pond School
Achievement Profile

CAT Test Participation
March 2000

Grade	March 28* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	12	12	100	0	0	0
8	20	19	95	0	0	1
9	33	27	81	0	0	6
10	24	22	91	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	93-94
	No. Graduates	9				
SAT	Percent Tested					
	Verbal					
	Math					
ACT	Percent Tested					
	English					
	Math					

More that 30 students must take the SAT and ACT in order to receive school results.

PROGRESS TOWARD GRADUATION[1]

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-
Others	-	-	-	-
Total	-	-	-	-

[1] Information not available through ASD computerized grade reporting system.

CONTINUING STUDENT PROGRAM
SPRING 1999-00
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1999 Mean	2000 Mean
7	Reading	10	30.0	50.0	20.0	58	58
	Lang. Arts	10	40.0	50.0	10.0	53	41
	Math	10	40.0	20.0	40.0	57	61
8	Reading	6	16.7	50.0	33.3	56	56
	Lang. Arts	6	50.0	16.7	33.3	42	35
	Math	6	50.0	50.0	-	60	52
9	Reading	10	50.0	40.0	10.0	46	32
	Lang. Arts	10	50.0	30.0	20.0	49	41
	Math	10	40.0	40.0	20.0	47	43
10	Reading	16	37.5	31.3	31.3	42	38
	Lang. Arts	15	46.7	33.3	20.0	49	40
	Math	16	31.3	43.8	25.0	46	40

* Indicates Significant Difference in Means at .05 level.